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ABSTRACT

A study was conducted by the Mississippi Junior College Association to aid in the development of a statement of the role and mission of the state's junior colleges for the 1980's and beyond. From goal statements found in college catalogs and other documents, 41 were selected and grouped in broad functional categories (i.e., admissions/access, developmental/remedial, academic, vocational-technical, continuing education and special activities, student services, and general programs). An instrument, asking respondents to rank each goal statement in terms of "what is" and "what should be," was distributed to six targeted groups (i.e., college administrators, faculty, trustees, county supervisors, municipal officials, and state legislators). Based on responses from 92 administrators, 223 faculty, 121 trustees, 42 supervisors, 52 municipal officials, and 39 legislators, the study revealed that: (1) the total population felt that all but two goal statements were of average to high importance; (2) the top six goal statements on the "what is" basis were maintain tuition levels to allow access, provide university-parallel courses, provide vocational-technical courses, promote a positive image, cooperate for the transfer of credits, and provide open door admissions; and (3) the lowest rated goal statements related to advanced placement in technical, vocational, and academic courses; citizen involvement in planning; special interest courses; and student health services. The instrument is appended. (HB)

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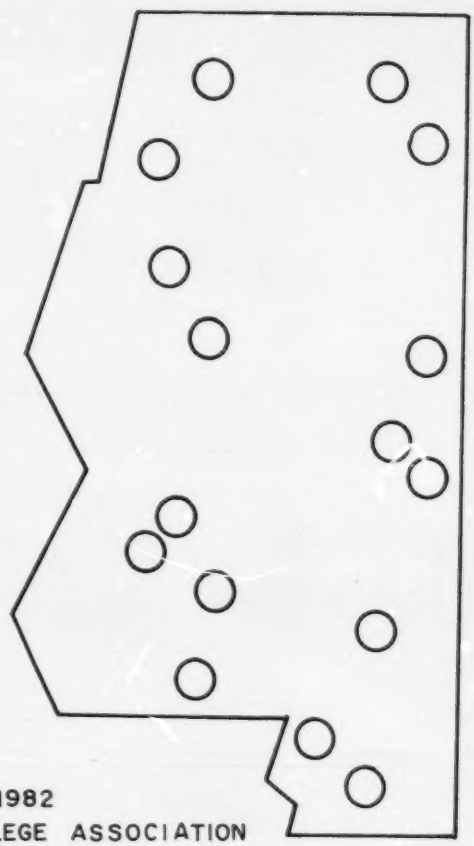
A STUDY OF THE ROLES AND MISSIONS OF THE PUBLIC JUNIOR COLLEGES OF THE STATE OF MISSISSIPPI



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NOVEMBER 1, 1982
MISSISSIPPI JUNIOR COLLEGE ASSOCIATION

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CHAPTER 1

EXECUTIVE OVERVIEW

This study of the roles and missions of the public junior colleges was authorized by the Mississippi Junior College Association on December 15, 1981. This action was taken as a result of a recommendation by Dr. George V. Moody, Director of the Division of Junior Colleges, State Department of Education.

The purpose of this undertaking was to study the functions of the junior colleges toward the development of a statement or reaffirmation of their role and mission for the 1980's and beyond.

The committee selected to direct the project was composed of the following: Dr. Eddie M. Smith, Dean, Copiah-Lincoln, Chairman; Dr. Clarence Roberts, Dean, Meridian; Mr. Enoch Seal, Dean, Pearl River; Mr. Bill Jagger, Vocational-Technical Director, Itawamba; Dr. Terry Puckett, Vocational-Technical Director, Hinds; Mr. Tommy Davis, Director of Continuing Education, Holmes.

This committee held a number of meetings over a period of several months in the course of this project. Studies done in other states were reviewed at length in determining the method to be utilized. It was determined that the committee would develop a survey instrument containing appropriate statements that could be rated by the respondents in two ways. The respondents would first be asked to determine the importance of each goal statement at the present and then to indicate their opinion as to how important the statement should be for the junior college. The instrument was designed to permit the respondents to rank each statement on a scale from "0" (does not apply) to "5" (of very high importance) for both "IS" and "SHOULD BE" responses.

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Because of the vastness of the scope of the project, it was determined that the general public would not be sampled, but rather that selected respondent groups which represent the public would be surveyed. These selected respondent groups were as follows: junior college faculty members; junior college administrators; junior college trustees; members of the boards of supervisors; state legislators; and municipal officials.

Upon completion of the survey, the data were analyzed by computer at Copiah-Lincoln Junior College. The committee expresses its sincere appreciation to Mr. Noel Assink of the Data Processing Department of Copiah-Lincoln for his significant contribution in the data analysis. Gratitude is also expressed to Mr. Herman Cavin and the Drafting and Design Technology students at Copiah-Lincoln for their work in preparing the tables and graphs that illustrate the data analysis for the study.

The committee also wishes to acknowledge the time, effort, and expertise contributed by all those who participated in the study. In any project of this magnitude many who make significant contributions must go unnamed.

This project required much time and effort of the committee members who pursued this task in addition to their regular schedules. Yet the prevailing attitude was that the completion of this project would aid in the continued development of a unique educational institution-- the junior college. If this study serves to bring into clearer focus the role and mission of the junior colleges which have served the people of Mississippi so well for over half a century, then it will have achieved its purpose.

CHAPTER 2

STUDY METHODOLOGY

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STUDY METHODOLOGY

The committee selected to conduct this study initiated the procedure by reviewing goal statements found in catalogs from various colleges and in documents written by members of the committee. From the material available, 41 goal statements referring to the role and mission of the junior colleges in Mississippi were selected. These goal statements were edited to fit the nature of this study and were grouped according to broad functional categories. These groups, the number of goal statements included, and the statement numbers are listed below.

Group	Number of Statements	Item Number
Admissions/access	7 statements	(no.'s 1-7)
Developmental/remedial	2 statements	(no.'s 8-9)
Academic	5 statements	(no.'s 10-14)
Vocational-Technical	7 statements	(no.'s 15-21)
Continuing Education & Special Activities	5 statements	(no.'s 22-26)
Student Services	8 statements	(no.'s 27-34)
General Programs	7 statements	(no.'s 35-41)

NOTE: Several statements (i.e. #18) could probably fit into more than one group. This indicates, when using these data, to cross reference to other statements to insure completeness.

The committee then established both the style of the research instrument and the populations to be included in the study. The instrument was designed to record respondents' perceptions as to the population's idea of what IS and what SHOULD BE the role and mission of the junior

colleges in Mississippi (see attached copy of the instrument). The population to be included in the study along with the possible and actual number of returned survey instruments from each group is outlined below.

Group	Possible # Returns	Actual # Returns
Jr. College Administrators	90	92[1]
Jr. College Faculty	354	223[2]
Jr. College Trustees	277	121
County Supervisors	375	42
Municipal Officials	112	52[3]
Mississippi Legislators	155	39
Total	1363	569[4]

Population Notes:

[1] Each of the 15 colleges in the study was allowed 6 administrative responses. However, two colleges responded with an extra survey instrument.

[2] Each of the 15 colleges in the study was allowed to sample 20% of its faculty. However, all colleges were requested to submit a minimum of 10 responses. Faculty surveyed were selected at random from alphabetical listings of all contracted faculty members at the individual junior colleges.

[3] Municipal Officials include the mayors of selected municipalities in each county.

[4] The total responses represent usable survey instruments from 15 of a possible 16 public junior colleges. One junior college did not participate because of uncontrollable circumstances and does not necessarily reflect any unwillingness on the part of that college.

The results of the survey instruments were compiled with the assistance of the data processing faculty at Copiah-Lincoln Junior College. The statistical means for both the overall population as well as for each sub-group in the population were available to the committee

for use in preparing the final report. The committee did not peruse any of the results pertaining to particular junior colleges since the aim of the study was to present a composite picture of all junior colleges. In fact, the committee would caution against applying any significant interpretation to the individual junior college results by its sub-group since the population totals in those sub-groups are very small and may be very misleading.

No statistical tests were applied to the data. Rather, the results reported in the narrative represent a simple expression of the views of the various populations studied.

The committee, with these guidelines in mind, hopes the study will prove of value to those interested in the junior colleges of Mississippi.

CHAPTER 3

NARRATIVE ANALYSIS

Included in this chapter are descriptions of the responses to the forty-one possible mission statements included in the survey. Readers should refer to Appendix II, Statistical Survey Summary, and Appendix III, Graphic Analysis of the Data as additional references.

Mission Statement #1 - To initiate and maintain programs that promote a positive image of the state's junior colleges.

The 3.90 IS mean indicates that presently high average importance is placed upon this mission. Respondents recorded a 4.43 SHOULD BE mean for this item indicating that greater efforts should be employed to initiate and maintain programs that promote a positive image of the state's junior colleges.

Mission Statement #2 - To establish student tuition and fees at levels such as to allow educational access for all students.

Respondents indicated that high importance is now placed upon this junior college mission and that high importance should be so placed. The IS and SHOULD BE means varied by only .20 points between the respective means of 4.05 and 4.25.

Mission Statement #3 - To have as a primary mission the operation of an open door admissions policy in the state's junior colleges.

From the responses to this item those surveyed perceived general admissions criteria should be more stringent than those currently

employed. Responses indicate that currently this mission is of high average importance ($\bar{X}$=3.81). However, those responding indicated that less importance should be placed with this mission ($\bar{X}$=3.67).

Mission Statement #4 - To require that specific admissions criteria or competencies be met before students are admitted to specific curricula.

Respondents indicated that more effort should be made in requiring specific admissions criteria or competencies for admission to specific curricula ($\bar{X}$=4.15). The survey results indicate that currently the function of this mission is of average importance ($\bar{X}$=3.12). Of all respondent groups, faculty members indicated the greatest discrepancy between the current status of this mission and their perception as to how this mission should be employed ($\bar{x}_1-\bar{x}_2$=1.20).

Mission Statement #5 - To provide a system of advanced placement for high school students and others entering academic programs.

Although only average emphasis was indicated for providing advanced placement for high school students and others entering academic programs (IS $\bar{X}$=3.02 SHOULD BE $\bar{X}$=3.91), the respondents indicated that more attention should be given to this function.

Mission Statement #6 - To provide a system of advanced placement for high school students and others entering technical programs.

Average importance was perceived for providing advanced placement for high school students and others entering technical programs,

both at the current status (IS, $\bar{X}$=3.06) and as the importance of this function is projected (SHOULD BE, $\bar{X}$=3.92).

Mission Statement #7 - To provide a system of advanced placement for high school students and others entering vocational programs.

Respondents indicated that providing advanced placement for vocational students is of average importance (IS, $\bar{X}$=3.03). The SHOULD BE mean ($\bar{X}$=3.88) indicates respondents perceived that more attention be given this mission.

Mission Statement #8 - To require that students with certain learning skills deficiencies enroll in special programs or courses to remediate such deficiencies.

All respondent groups assigned average importance ($\bar{X}$=3.47) to the current status of requiring students deficient in skills to enroll in special courses or programs to remediate such deficiencies. However, all respondent groups, with the exception of the state legislators ($\bar{x}$=3.95), assigned high importance to this mission function.

Mission Statement #9 - To require that specific competencies be met before students are allowed to exit developmental/remedial programs.

Those responding to the survey indicated on slightly above average importance ($\bar{X}$=3.25) is related to requiring specific competencies before students are allowed to exit developmental/remedial programs. Junior college faculty members especially ($\bar{x}$=4.45) feel that more emphasis should be placed on this function. All respondent groups indicated that this mission

Mission Statement #16 - To promote and assist the placement of vocational-technical graduates in rewarding jobs.

All the respondent groups indicated an above average current emphasis in promoting and assisting the placement of vocational-technical graduates in rewarding jobs. All groups indicated that this function should be of high importance among the missions of the state's junior colleges.

Mission Statement #17 - To develop and offer special vocational-technical continuing education programs for occupational advancement, refresher, and retraining purposes.

To develop and offer special vocational-technical continuing education programs for occupational advancement, refresher, and retraining purposes was deemed as currently receiving average attention as a mission of the junior colleges of the state ($\bar{X}$=3.36). All groups, except the junior college trustees, ($\bar{x}$=3.97) assigned a high importance SHOULD BE value to this function.

Mission Statement #18 - To design, develop, and operate continuing education programs for specific professional and business groups.

All responding groups reported a perception of average importance as to the current status of designing, developing, and operating continuing education programs for specific professional and business groups ($\bar{X}$=3.25). All groups, except the junior college trustees ($\bar{x}$=3.76) and the state legislators, ($\bar{x}$=3.81) indicated that there should be emphasis of high importance placed on this mission.

Mission Statement #19 - To provide a pool of skilled manpower upon which the area may draw for the successful continuation and expansion of technical enterprises.

All of the groups indicated that the state's junior colleges are now placing above average importance on the mission of providing a pool of skilled manpower upon which the area served may draw for the successful continuation and expansion of technical enterprises. All groups recorded means higher than 4.00, high importance, for their perception as to the degree of emphasis that should be placed on this mission function.

Mission Statement #20 - To develop and offer vocational programs which are compatible with the needs of industry and the community.

The developing of vocational programs to meet the needs of industry and the community was rated as higher than average by respondents with an IS mean of 3.75. The SHOULD BE mean of 4.53 indicates that high importance was attached to this function by the respondents. The state legislators rated this function the highest among missions to be implemented ($\bar{x}$=4.09). Also, the greatest difference between what currently exists and what is perceived as being needed was recorded by the legislators for this function.

Mission Statement #21 - To develop and offer technical programs which are compatible with the needs of industry and the community.

Developing and offering technical programs which are compatible with the needs of industry and the community was rated as the

highest SHOULD BE item by the junior college trustees ($\bar{x}$=4.47). All responding groups indicated that more attention should be given this area of concern (SHOULD BE $\bar{X}$=4.54).

Mission Statement #22 - To seek to develop in students a commitment to lifelong learning.

Junior college administrators indicated that more improvement is needed for this mission function than for any other ($\bar{x}_1 - \bar{x}_2$=1.17). All responding groups said that average or above average emphasis is now placed on this mission. All groups, other than the state legislators ($\bar{x}$=3.92), indicated that high importance should be given this function.

Mission Statement #23 - To provide personnel, facilities, and consultant services for business, industry, and the community.

A slightly higher than average IS rating was given to this item by the respondents ($\bar{X}$=3.13). Respondents felt that personnel, facilities, and consultant services for business, industry, and community should be improved. A mean response of 3.90, which represents a high average level of emphasis at the SHOULD BE level, was recorded for this item.

Mission Statement #24 - To provide Adult Basic Education opportunities.

Most of the responding groups indicated that average importance ($\bar{X}$=3.49) is now being given this function and that above average importance ($\bar{X}$=3.95) should be given.

Mission Statement #25 - To provide opportunities for personal fulfillment through special interest courses on campus.

The IS mean of 3.15 represents only slightly above average emphasis for this function at the current time. Respondents indicated by a SHOULD BE mean of 3.65 that above average emphasis should be given to this function.

Mission Statement #26 - To provide opportunities for personal fulfillment through special interest courses throughout the district.

Less than average importance was indicated by the respondents as to the current status of this mission. An increase from the 2.99 IS mean to the 3.56 SHOULD BE mean indicates that this function should be more greatly emphasized.

Mission Statement #27 - To provide cultural events, exhibits, lectures, etc., for the students and college personnel.

Cultural events, lectures, etc., for students and college personnel were perceived to be of above average importance among the respondents to this survey. Those surveyed indicated the IS level to be at a mean of 3.18 with a SHOULD BE mean at the 3.79 level for the item.

Mission Statement #28 - To provide cultural events, exhibits, lectures, etc., for the students and college personnel, and the community-at-large.

Providing cultural events, lectures, etc., for students and community at large was not perceived by the respondents as being a high priority mission function at the junior colleges. The IS mean of 3.10 and the SHOULD BE mean of 3.71 reflect

average importance for this function.

Mission Statement #29 - To provide special counseling and assistance for students as they move from developmental programs to regular academic, vocational, or technical programs.

The providing of special counseling and assistance for students moving from developmental programs to regular programs was perceived to be of average importance by all groups ($\bar{X}$=3.39). Administrators, faculty, and municipal officials indicated that this should be a high importance mission. Other groups projected a high average importance.

Mission Statement #30 - To maintain an institutional academic probation/suspension system to help ensure the instructional integrity of the institution.

Junior college faculty members indicated that maintaining an institutional academic probation/suspension system needed more emphasis than any other area of concern ($\bar{x}_1 - \bar{x}_2$=1.23). All responding groups said that this function now receives average attention yet should be considered a high importance item.

Mission Statement #31 - To provide comprehensive education and career counseling for students and other citizens.

The IS mean of 3.27 reflects a better than average importance rating for this item. SHOULD BE responses for this item produced a mean at the high importance level ($\bar{X}$=4.01).

Mission Statement #32 - To provide a comprehensive student activities program consisting of social, cultural, and athletic activities.

An above average importance IS mean of 3.56 was recorded by respondents for this mission item. The SHOULD BE responses produced a mean of 3.81 also indicating above average importance.

Mission Statement #33 - To provide student health services, including health information, preventive medicine, and referral services.

The IS mean for this function ($\bar{X}$=2.97) indicates that this function currently ascribes the lowest level of importance of any of the items. All responding groups indicated that average to high average importance should be given this function ($\bar{X}$=3.71).

Mission Statement #34 - To provide programs of intercollegiate athletics.

The SHOULD BE mean of 3.49 is the lowest recorded for all items in the survey. However, the IS ($\bar{X}$=3.76) and SHOULD BE ($\bar{X}$=3.49) means indicate above average importance for this function. The -.27 difference in means is the largest negative difference recorded for all the survey statements.

Mission Statement #35 - To assume a leadership role in helping assure that students acquire basic skills and college preparedness at the secondary and pre-secondary levels.

Respondents indicated that currently average importance is given this mission function. All groups, other than the junior college administrators and the state legislators, indicated that this should be a mission of high importance.

Mission Statement #36 - To promote the image of a comprehensive community college rather than the traditional two-year junior college.

At the time of the survey, all responding groups attached above average importance to promoting the image of a comprehensive community college rather than the traditional two-year junior college. Administrators, faculty, and municipal officials indicated this item should be considered of high importance. The overall all SHOULD BE mean ($\bar{X}$=4.13) projects high importance for this function.

Mission Statement #37 - To involve citizens of the district in planning college programs.

Only group means for administrators ($\bar{x}$=3.21) and county supervisors ($\bar{x}$=3.25) indicated that average importance is now given this function. The means for the other groups indicates that less than average importance is so ascribed. The overall SHOULD BE mean of 3.81 indicates that citizen involvement in planning college programs should be considered of high average importance.

Mission Statement # 8 - To cooperate and coordinate programs with area public and private institutions.

All groups other than the state legislators ($\bar{x}$=2.94) indicated that currently this mission function is of average importance. The SHOULD BE mean ($\bar{X}$=4.04) indicates a projected high importance for cooperating with other area public and private institutions in delivering educational services.

Mission Statement #39 - To cooperate with the colleges, universities, and other agencies within the state in developing and providing delivery systems for continuing education programs.

All groups perceived the attention to this function to be at the level of above average importance ($\bar{X}$=3.49). All groups, other than the state legislators ($\bar{x}$=3.87), assigned high importance to the future implementation of this item.

Mission Statement #40 - To cooperate with other educational institutions to help assure that students continue their formal education with minimum disruption or loss of credit.

This item tied with statement number fifteen (15) for the highest SHOULD BE mean ($\bar{X}$=4.55). The mean for the IS responses ($\bar{X}$=3.88) indicates high average importance at the time of the survey. All groups projected high importance for future consideration.

Mission Statement #41 - To provide credit courses throughout the district as needs arise.

All groups indicated that average importance is now assigned to the mission of providing credit courses throughout the district as needs arise. All groups, other than the state legislators ($\bar{x}$=3.85), indicated that high importance should be assigned this function.

CHAPTER 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary: The data derived from this study, when viewed according to the arithmetic mean assigned to each statement, would indicate with only two exceptions, that the total population thought all the goal statements were of average to high importance ($\bar{X}$ = 3.00 to $\bar{X}$ = 4.00). The two exceptions that fell below a $\bar{X}$ of 3.00 were the statements relative to offering personal fulfillment courses throughout the district and to providing student health services. However, it may be more meaningful to look at the highest and lowest means relative to the rank order of importance given by the population.

The top six goal statements as seen on an IS basis would indicate that the junior colleges of Mississippi should offer vocational-technical and university parallel programs on a low cost basis; that the junior colleges should maintain a positive image; that they should cooperate with other educational institutions to minimize both the difficulty and possible loss of credits; and that the "open door" policy be a primary mission. It is notable that four of these same statements reflect the ideas of the population as to what SHOULD BE. The two statements in exception that were ranked lower on the SHOULD BE list pertain to low cost and the open door admission policy.

The lowest six goals in rank order indicate that the population does not perceive as being very important the offering of student health services, the offering of personal fulfillment courses off-campus, involving citizens in the planning process, and providing

avenues of advance placement for academic, vocational, and technical students.

The lowest six goal statements in rank order as perceived by the population on a SHOULD BE basis indicate that the lowest priority should be given to intercollegiate athletics. This is followed closely near the bottom of the rank order by choral music and band programs, by personal fulfillment courses both on and off campus, by the open door admission policy, and by student health services.

Some of the more notable variances found in the data are as follows:

1. All of the sub-groups dropped the goal of low cost education to a much lower priority ranking. This indicates the goal of low cost education is still important but should not be so much as before in relation to other goals.

2. The goal statement on acquiring specific competencies before exiting a remedial program was given the largest increase of any mean when comparing the IS with the SHOULD BE statement. This difference (+1.07) was greater than any other mean change.

3. The largest rank order decline for any one goal statement was -.27, a figure given to "offering programs of intercollegiate athletics." The actual rank order decrease was from a 9th place on the IS to 41st place on the SHOULD BE list.

There were minor variances when the data were analyzed according to sub-groups. These variances should be noted by the reader when making use of the data in this study.

This summation of the data would not be complete unless the broad groups of questions listed in the introduction to this study are

reviewed. Since there were no power tests applied to the data, a simple review must suffice. The average mean of all questions pertaining to what IS was $\bar{X}$ = 3.42. There were two categories of statements rated much higher than this mean: those goals relating to the academic program and those statements relating to vocational-technical programming. Those categories of statements related to continuing education activities and to student service activities were lower than the mean of all statements.

When the mean of all the statements relating to what SHOULD BE is calculated, it calculates at $\bar{X}$ = 4.10. The much higher average mean is noticeable for all categories of statements. This indicates the population scored all goal statements, on the average, with higher marks than for that with reference to the current state. There were four broad categories of statements that were much higher on the SHOULD BE list. The leading category was the group of statements relative to vocational-technical programming. This was followed very closely by the statements on remedial/developmental education. Two other groups, academic programming and general programs (i.e., transfer of credit) were also above the mean. The two lowest groups of statements remained the ones on continuing education and student services, both of which had a mean below $\bar{X}$ = 4.00 level.

The data in this study, when analyzed from any of the perspectives utilized in this summation, still revealed the same results. The population perceived that the junior colleges of Mississippi should be offering vocational-technical programs and academic programs for regular students and a developmental/remedial program for those

not qualified for regular programs. Also, the junior colleges should continue to create positive image and to coordinate with other institutions to assure minimum disruption or loss of credit in the total process.

Conclusion: Historically, the junior colleges of Mississippi have been assigned an important role in the education of the people in the state. The original role and mission statement was prepared in 1928 and has been validated by additional legislation as late as 1972. The present study re-affirms that role and mission in terms of what type of programs are offered. However, when one looks at the data relative to what should be the role and mission of the junior colleges, two minor deviations are evident. The economic impact of the major business downturn on society has evidently led the population to conclude that the goal of low tuition, while still important, should not be among the highest priority missions for the junior colleges in the future. Likewise, the mission statement concerning open door admission changes from a priority item now to a lower priority on the SHOULD BE list.

It is also noticeable that there were two goal statements not related to the type of programs offered in the junior colleges that were rated as having a high priority now (IS list) and should have for the future (SHOULD BE list). These were maintaining a very positive image throughout the state and cooperating with other educational institutions to assure minimum disruption and loss of credit.

The data, while not totally conclusive since the typical public and students were not surveyed, reflect some key understandings

relative to the junior colleges in the 1980's. The population perceived the junior colleges as continuing to offer a variety of occupational and academic programs, to create a positive image throughout the state, and to work out any details with other agencies to assure a minimum disruption or loss of credit for those enrolled in these programs.

While many groups have negatively focused their writings on all the junior colleges in the United States in recent months and years, the junior colleges of Mississippi, if perceptions are to have meaning, are important to people and should only be more so in the future.

Recommendations: This study was conducted within the framework of directions provided by the Mississippi Junior College Association. It was a low cost study designed to survey the perceptions of particular groups who have some relationship, either directly or indirectly, to the junior colleges of Mississippi. With this in mind, the following recommendations are presented:

1. That the junior colleges in Mississippi develop ways to tell the very positive story associated with the survey data.

2. That the missing segments of the population, i.e., general public and students in this study be surveyed to add their strength to the perceptions included in this report.

3. That attention be given to the goal statement relative to open door admissions policies to determine if a shift in perceptions is actually reflected or if other factors contributed to the survey response.

4. That additional information be sought relative to any changing philosophy on the importance of low tuition for our junior colleges.

5. That additional study be given the data to determine how much difference each sub-group had in its perceptions of the role and mission of the junior colleges and how much impact on actual operations could be attributed to these differences.

6. That each local junior college district review, evaluate, and update, if required, its local mission in light of local requirements and the results of this study as it may pertain to the respective institutions.

APPENDICES

APPENDIX 1

SURVEY INSTRUMENT

Survey
of the
Mississippi Junior College Association
on
The Role and Mission of Mississippi Junior Colleges

DIRECTIONS:

This survey consists of 41 statements of possible junior college goals. Following the example given below, you are asked to respond to each statement in two different ways:

First - How important is this goal statement at your college at the present time?

Then - In your judgement, how important should this goal statement be at your college.

EXAMPLE		Does Not Apply	Of No Importance	Of Little Importance	Of Average Importance	Of High Importance	Of Very High Importance
1. To maintain a long-range comprehensive planning system.	IS	0	1	(2)	3	4	5
	SHOULD BE	0	1	2	3	(4)	5

In this example, the survey respondent felt the goal "To maintain a long-range comprehensive planning system" as now being of little importance but felt it should be of high importance.

In responding to this survey, please consider your college as a whole.

Please answer the SHOULD BE responses on the basis of your beliefs and not whether the goal can be realistically achieved on your campus.

Please respond to every goal statement by circling one number after IS and one number after SHOULD BE.

NOTE: RESPONDENTS WHO ARE NOT DIRECTLY ASSOCIATED WITH A SPECIFIC JUNIOR COLLEGE MAY REPLY WITH REFERENCE TO MISSISSIPPI PUBLIC JUNIOR COLLEGES IN GENERAL.

Please respond to the following goal statements by circling one number after IS and one number after SHOULD BE.

		Does Not Apply	of No Importance	of Little Importance	of Average Importance	of High Importance	of Very High Importance
1. To initiate and maintain programs that promote a positive image of the state's junior colleges.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
2. To establish student tuition and fees at levels such as to allow educational access for all students.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
3. To have as a primary mission the operation of an open door admissions policy in the state's junior colleges.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
4. To require that specific admissions criteria or competencies be met before students are admitted to specific curricula.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
5. To provide a system of advanced placement for high school students and others entering academic programs.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
6. To provide a system of advanced placement for high school students and others entering technical programs.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
7. To provide a system of advanced placement for high school students and others entering vocational programs.	IS	0	1	2	3	4	4
	SHOULD BE	0	1	2	3	4	5
8. To require that students with certain learning skills deficiencies enroll in special programs or courses to remediate such deficiencies.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
9. To require that specific competencies be met before students are allowed to exit developmental/remedial programs.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5

Please respond to the following goal statements by circling one number after IS and one number after SHOULD BE.

		Does Not Apply	Of No Importance	Of Little Importance	Of Average Importance	Of High Importance	Of Very High Importance
10. To provide freshmen and sophomore level university parallel courses.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
11. To provide adequate general education opportunities to enable students to intelligently assume the responsibilities of citizenship and have a rewarding and personally satisfying life.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
12. To provide curricula to ensure that students acquire a basic knowledge of communications, fine arts, the humanities, social sciences, mathematics, and the physical and biological sciences.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
13. To provide programs in choral music and band.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
14. To provide programs/courses designed specifically for academically talented students.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
15. To provide vocational-technical programs that will develop in graduates the technical knowledge, skills, and attitudes which will provide for successful initial job entry performance, continued employment and advancement.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
16. To promote and assist the placement of vocational-technical graduates in rewarding jobs.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
17. To develop and offer special vocational-technical continuing education programs for occupational advancement, refresher, and retraining purposes.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
18. To design, develop and operate continuing education programs for specific professional and business groups.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5

Please respond to the following goal statements by circling one number after IS and one number after SHOULD BE.

		Does Not Apply	Of No Importance	Of Little Importance	Of Average Importance	Of High Importance	Of Very High Importance
19. To provide a pool of skilled manpower upon which the area may draw for the successful continuation and expansion of technical enterprises.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
20. To develop and offer vocational programs which are compatible with the needs of industry and the community.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
21. To develop and offer technical programs which are compatible with the needs of industry and the community.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
22. To seek to develop in students a commitment to lifelong learning.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
23. To provide personnel, facilities, and consultant services for business, industry, and the community.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
24. To provide Adult Basic Education opportunities.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
25. To provide opportunities for personal fulfillment through special interest courses - on campus.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
26. To provide opportunities for personal fulfillment through special interest courses - throughout the district.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
27. To provide cultural events, exhibits, lectures, etc., for the students and college personnel.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5

Please respond to the following goal statements by circling one number after IS and one number after SHOULD BE.

		Does Not Apply	Of No Importance	Of Little Importance	Of Average Importance	Of High Importance	Of Very High Importance
28. To provide cultural events, exhibits, lectures, etc., for the students and college personnel, and the community-at-large.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
29. To provide special counseling and assistance for students as they move from developmental programs to regular academic, vocational, or technical programs.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
30. To maintain an institutional academic probation/suspension system to help ensure the instructional integrity of the institution.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
31. To provide comprehensive educational and career counseling for students and other citizens.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
32. To provide a comprehensive student activities program consisting of social, cultural, and athletic activities.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
33. To provide student health services, including health information, preventive medicine, and referral services.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
34. To provide programs of intercollegiate athletics.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
35. To assume a leadership role in helping assure that students acquire basic skills and college preparedness at the secondary and pre-secondary levels.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5
36. To promote the image of a comprehensive community college rather than the traditional two-year junior college.	IS	0	1	2	3	4	5
	SHOULD BE	0	1	2	3	4	5

Please respond to the following goal statements by circling one number after IS and one number after SHOULD BE.

			Does Not Apply	Of No Importance	Of Little Importance	Of Average Importance	Of High Importance	Of Very High Importance
37.	To involve citizens of the district in planning college programs.	IS	0	1	2	3	4	5
		SHOULD BE	0	1	2	3	4	5
38.	To cooperate and coordinate programs with area public and private institutions.	IS	0	1	2	3	4	5
		SHOULD BE	0	1	2	3	4	5
39.	To cooperate with the colleges, universities, and other agencies within the state in developing and providing delivery systems for continuing education programs.	IS	0	1	2	3	4	5
		SHOULD BE	0	1	2	3	4	5
40.	To cooperate with other educational institutions to help assure that students continue their formal education with minimum disruption or loss of credit.	IS	0	1	2	3	4	5
		SHOULD BE	0	1	2	3	4	5
41.	To provide credit courses throughout the district as needs arise.	IS	0	1	2	3	4	5
		SHOULD BE	0	1	2	3	4	5

Please check the following category that best applies to you.

_____ Junior College Administrator
_____ Junior College Faculty
_____ Junior College Trustee
_____ County Supervisor
_____ Municipal Official
_____ Mississippi Legislator

Please check your junior college district.

_____ Coahoma Junior College
_____ Copiah-Lincoln Junior College
_____ East Central Junior College
_____ East Mississippi Junior College
_____ Hinds Junior College
_____ Holmes Junior College
_____ Itawamba Junior College
_____ Jones County Junior College
_____ Meridian Junior College
_____ Mississippi Delta Junior College
_____ Mississippi Gulf Coast Junior College
_____ Northeast Mississippi Junior College
_____ Northwest Mississippi Junior College
_____ Pearl River Junior College
_____ Southwest Mississippi Junior College
_____ Utica Junior College

APPENDIX II

STATISTICAL SURVEY SUMMARY

ST. NO.	STATEMENT	RESPONDENTS	IS MEAN	IS RANK	SHOULD BE MEAN	SHOULD BE RANK	DIFF.	RANK
1.	To initiate and maintain programs that promote a positive image of the state's junior colleges.	Total	3.90	4	4.43	6	.53	32
		Administrators	3.96	7	4.56	8	.60	31
		Faculty	3.95	5	4.45	6	.50	34
		Trustees	3.77	4	4.34	7	.57	28
		Co-Supervisors	4.05	6	4.61	4	.56	19
		Mun. Officials	3.91	2	4.37	5	.46	35
		Legislators	3.67	2	4.13	9	.46	27
2.	To establish student tuition and fees at levels such as to allow educational access for all students.	Total	4.05	1	4.25	13	.20	38
		Administrators	4.25	2	4.45	12	.20	38
		Faculty	4.07	1	4.23	17	.16	38
		Trustees	3.89	1	4.12	15	.23	38
		Co-Supervisors	4.31	1	4.43	9	.12	38
		Mun. Officials	3.91	3	4.24	14	.33	37
		Legislators	3.82	1	4.03	15	.21	31
3.	To have as a primary mission the operation of an open door admissions policy in the state's junior colleges.	Total	3.81	6	3.67	37	-.14	40
		Administrators	4.07	5	4.15	26	.08	39
		Faculty	4.00	3	3.63	39	-.37	41
		Trustees	3.59	11	3.50	37	-.09	41
		Co-Supervisors	3.68	16	3.70	35	.02	40
		Mun. Officials	3.25	28	3.49	40	.24	39
		Legislators	3.59	4	3.51	30	-.08	37
4.	To require that specific admissions criteria or competencies be met before students are admitted to specific curricula.	Total	3.12	34	4.15	18	1.03	2
		Administrators	3.14	31	4.06	28	.92	12
		Faculty	3.06	36	4.26	16	1.20	2
		Trustees	3.15	28	4.19	12	1.04	1
		Co-Supervisors	3.20	37	3.79	30	.59	15
		Mun. Officials	3.30	23	4.12	19	.82	16
		Legislators	2.95	36	4.08	12	1.13	4
5.	To provide a system of advanced placement for high school students and others entering academic programs.	Total	3.02	38	3.91	29	.89	5
		Administrators	2.87	41	3.82	37	.95	9
		Faculty	2.98	39	4.00	28	1.02	5
		Trustees	3.03	38	3.84	26	.81	7
		Co-Supervisors	3.36	32	3.71	34	.35	32
		Mun. Officials	3.22	29	3.94	30	.72	20
		Legislators	3.06	31	3.94	17	.88	10
6.	To provide a system of advanced placement for high school students and others entering technical programs.	Total	3.06	36	3.92	28	.86	8
		Administrators	2.92	39	3.82	38	.90	15
		Faculty	2.99	37	4.00	29	1.01	6
		Trustees	3.12	30	3.87	25	.75	13
		Co-supervisors	3.28	34	3.68	36	.40	28
		Mun. Officials	3.27	27	3.92	31	.65	25
		Legislators	3.17	23	4.16	8	.99	7
7.	To provide a system of advanced placement for high school students and others entering vocational programs.	Total	3.03	37	3.88	31	.85	10
		Administrators	2.88	40	3.78	39	.90	16
		Faculty	2.98	40	3.94	32	.96	9
		Trustees	3.05	36	3.83	27	.78	10
		Co-Supervisors	3.37	31	3.66	37	.29	34
		Mun. Officials	3.18	31	4.00	27	.82	17
		Legislators	3.11	28	4.05	14	.94	8
8.	To require that students with certain learning skills deficiencies enroll in special programs or courses to remediate such deficiencies.	Total	3.47	18	4.33	9	.86	9
		Administrators	3.73	14	4.45	13	.72	29
		Faculty	3.59	15	4.47	3	.88	11
		Trustees	3.26	23	4.17	14	.91	4
		Co-Supervisors	3.59	22	4.23	15	.64	13
		Mun. Officials	3.11	34	4.20	16	1.09	1
		Legislators	3.16	25	3.95	16	.79	13

ST. NO.	STATEMENT	RESPONDENTS	IS MEAN	IS RANK	SHOULD BE MEAN	SHOULD BE RANK	DIFF.	RANK
9.	To require that specific competencies be met before students are allowed to exit developmental/remedial programs.	Total	3.25	26	4.32	10	1.07	1
		Administrators	3.34	26	4.39	16	1.05	2
		Faculty	3.31	26	4.45	7	1.14	3
		Trustees	3.14	29	4.18	13	1.04	2
		Co-Supervisors	3.54	24	4.15	19	.61	14
		Mun. Officials	3.09	36	4.14	18	1.05	3
		Legislators	2.94	39	4.21	6	1.27	2
10.	To provide freshmen and sophomore level university parallel courses.	Total	4.00	2	4.44	5	.44	36
		Administrators	4.45	1	4.70	1	.25	37
		Faculty	4.05	2	4.44	9	.39	36
		Trustees	3.86	2	4.39	5	.53	29
		Co-Supervisors	4.15	2	4.57	5	.42	27
		Mun. Officials	3.55	11	4.37	6	.82	9
		Legislators	3.44	8	3.92	18	.48	26
11.	To provide adequate general education opportunities to enable students to intelligently assume the responsibilities of citizenship and have a rewarding and personally satisfying life.	Total	3.80	7	4.38	8	.58	29
		Administrators	3.82	11	4.55	9	.73	27
		Faculty	3.84	9	4.38	11	.54	33
		Trustees	3.72	7	4.36	6	.64	25
		Co-Supervisors	4.08	4	4.38	10	.30	33
		Mun. Officials	3.72	6	4.35	8	.63	29
		Legislators	3.61	3	4.13	10	.52	25
12.	To provide curricula to ensure that students acquire a basic knowledge of communications, fine arts, the humanities, social sciences, mathematics, and the physical and biological sciences.	Total	3.80	8	4.29	12	.49	34
		Administrators	3.90	8	4.46	11	.58	32
		Faculty	3.85	7	4.31	13	.46	35
		Trustees	3.77	5	4.29	9	.52	32
		Co-Supervisors	3.74	14	4.14	20	.40	29
		Mun. Officials	3.80	5	4.31	10	.51	33
		Legislators	3.39	11	3.84	22	.45	28
13.	To provide programs in choral music and band.	Total	3.57	14	3.55	40	-.02	39
		Administrators	3.78	13	3.84	35	.06	40
		Faculty	3.67	14	3.58	40	-.09	39
		Trustees	3.39	16	3.47	39	.08	39
		Co-Supervisors	3.83	8	3.83	29	0	41
		Mun. Officials	3.40	19	3.51	37	.11	40
		Legislators	3.03	32	2.79	41	-.24	40
14.	To provide programs/courses designed specifically for academically talented students.	Total	3.19	30	4.07	22	.88	6
		Administrators	3.21	29	4.25	20	1.04	3
		Faculty	3.15	31	4.12	21	.97	8
		Trustees	3.11	31	3.91	24	.80	9
		Co-Supervisors	3.56	23	4.05	22	.49	24
		Mun. Officials	3.30	24	4.18	17	.88	12
		Legislators	3.03	33	3.77	25	.74	16
15.	To provide vocational-technical programs that will develop in graduates the technical knowledge, skills, and attitudes which will provide for successful initial job entry performance, continued employment and advancement.	Total	3.92	3	4.55	1	.63	26
		Administrators	4.00	6	4.65	3	.65	30
		Faculty	4.00	4	4.56	2	.56	30
		Trustees	3.78	3	4.45	3	.67	20
		Co-Supervisors	4.10	3	4.50	6	.40	30
		Mun. Officials	3.89	4	4.55	1	.66	24
		Legislators	3.58	5	4.64	2	1.06	5
16.	To promote and assist the placement of vocational-technical graduates in rewarding jobs.	Total	3.61	13	4.42	7	.81	11
		Administrators	3.73	15	4.64	5	.91	13
		Faculty	3.68	13	4.44	10	.76	16
		Trustees	3.50	13	4.31	8	.81	8
		Co-Supervisors	3.70	15	4.46	8	.76	4
		Mun. Officials	3.46	14	4.37	7	.91	6
		Legislators	3.31	16	4.18	7	.87	11

ST. NO.	STATEMENT	RESPONDENTS	IS MEAN	IS RANK	SHOULD BE MEAN	SHOULD BE RANK	DIFF.	RANK
17.	To develop and offer special vocational-technical continuing education programs for occupational advancement, refresher, and retraining purposes.	Total	3.36	22	4.14	19	.78	14
		Administrators	3.44	23	4.35	18	.91	14
		Faculty	3.38	22	4.14	20	.76	17
		Trustees	3.21	25	3.97	21	.76	11
		Co-Supervisors	3.41	29	4.10	21	.69	9
		Mun. Officials	3.43	18	4.27	12	.84	14
		Legislators	3.36	12	4.13	11	.77	15
18.	To design, develop and operate continuing education programs for specific professional and business groups.	Total	3.25	27	4.01	25	.76	19
		Administrators	3.37	24	4.25	21	.88	19
		Faculty	3.25	29	4.04	26	.79	13
		Trustees	3.06	35	3.76	29	.70	18
		Co-Supervisors	3.46	27	4.17	18	.71	7
		Mun. Officials	3.37	20	4.04	25	.67	23
		Legislators	3.19	21	3.81	24	.62	19
19.	To provide a pool of skilled manpower upon which the area may draw for the successful continuation and expansion of technical enterprises.	Total	3.41	20	4.18	16	.77	17
		Administrators	3.56	18	4.45	14	.89	17
		Faculty	3.43	21	4.11	23	.68	22
		Trustees	3.28	22	4.03	18	.75	14
		Co-Supervisors	3.60	21	4.32	11	.72	5
		Mun. Officials	3.30	25	4.21	15	.91	7
		Legislators	3.26	19	4.29	4	1.03	6
20.	To develop and offer vocational programs which are compatible with the needs of industry and the community.	Total	3.75	10	4.53	4	.78	15
		Administrators	3.88	9	4.65	4	.77	24
		Faculty	3.85	8	4.46	5	.61	27
		Trustees	3.62	9	4.45	4	.83	5
		Co-Supervisors	3.75	13	4.71	3	.96	1
		Mun. Officials	3.63	8	4.54	3	.91	8
		Legislators	3.36	13	4.69	1	1.33	1
21.	To develop and offer technical programs which are compatible with the needs of industry and the community.	Total	3.74	11	4.54	3	.80	12
		Administrators	3.87	10	4.66	2	.79	22
		Faculty	3.80	10	4.47	4	.67	23
		Trustees	3.64	8	4.47	1	.83	6
		Co-Supervisors	3.77	12	4.73	2	.96	2
		Mun. Officials	3.64	7	4.53	4	.89	10
		Legislators	3.43	9	4.63	3	1.20	3
22.	To seek to develop in students a commitment to lifelong learning.	Total	3.35	24	4.31	11	.96	4
		Administrators	3.26	28	4.43	15	1.17	1
		Faculty	3.34	23	4.45	8	1.11	4
		Trustees	3.34	19	4.09	17	.75	15
		Co-Supervisors	3.68	17	4.21	16	.53	22
		Mun. Officials	3.45	15	4.35	9	.89	11
		Legislators	3.11	29	3.92	19	.81	12
23.	To provide personnel, facilities, and consultant services for business, industry, and the community.	Total	3.13	33	3.90	30	.77	18
		Administrators	3.11	34	4.04	30	.93	11
		Faculty	3.19	30	3.95	31	.96	18
		Trustees	3.02	39	3.68	31	.66	22
		Co-Supervisors	3.37	30	4.05	23	.68	10
		Mun. Officials	3.13	33	4.06	22	.93	5
		Lesiglators	2.88	41	3.49	32	.61	20
24.	To provide Adult Basic Education opportunities.	Total	3.49	16	3.95	27	.46	35
		Administrators	3.48	20	4.05	29	.57	33
		Faculty	3.56	16	4.12	22	.56	31
		Trustees	3.35	18	3.67	32	.32	35
		Co-Supervisors	3.78	11	4.00	24	.22	37
		Mun. Officials	3.35	21	4.00	28	.65	26
		Legislators	3.33	14	3.47	33	.14	33

ST. NO.	STATEMENT	RESPONDENTS	IS MEAN	IS RANK	SHOULD BE MEAN	SHOULD BE RANK	DIFF.	RANK
25.	To provide opportunities for personal fulfillment through special interest courses - on campus.	Total	3.15	32	3.65	38	.50	33
		Administrators	3.10	35	3.83	36	.73	28
		Faculty	3.27	28	3.86	33	.59	29
		Trustees	3.07	34	3.34	40	.27	37
		Co-Supervisors	3.00	38	3.49	40	.49	25
		Mun. Officials	2.98	39	3.70	34	.72	21
		Legislators	3.16	26	3.08	37	-.08	38
26.	To provide opportunities for personal fulfillment through special interest courses - throughout the district.	Total	2.99	40	3.56	39	.57	30
		Administrators	2.98	36	3.76	40	.78	23
		Faculty	3.13	34	3.79	36	.66	25
		Trustees	2.84	41	3.20	41	.36	34
		Co-Supervisors	2.85	41	3.44	41	.59	16
		Mun. Officials	2.78	41	3.51	38	.73	19
		Legislators	3.03	34	3.03	40	0	36
27.	To provide cultural events, exhibits, lectures, etc., for the students and college personnel.	Total	3.18	31	3.79	34	.61	27
		Administrators	3.14	32	3.97	32	.83	21
		Faculty	3.29	27	4.00	30	.71	21
		Trustees	3.09	32	3.62	33	.53	30
		Co-Supervisors	3.05	40	3.59	39	.54	21
		Mun. Officials	3.11	35	3.57	36	.46	36
		Legislators	3.08	30	3.22	35	.14	34
28.	To provide cultural events, exhibits, lectures, etc., for the students and college personnel, and the community-at-large.	Total	3.10	35	3.71	35	.61	28
		Administrators	3.13	33	3.98	31	.85	20
		Faculty	3.14	33	3.86	34	.72	19
		Trustees	3.08	33	3.50	38	.42	33
		Co-Supervisors	3.08	39	3.66	38	.58	17
		Mun. Officials	3.00	38	3.51	39	.51	34
		Legislators	2.95	37	3.11	36	.16	32
29.	To provide special counseling and assistance for students as they move from developmental programs to regular academic, vocational, or technical programs.	Total	3.39	21	4.17	17	.78	16
		Administrators	3.54	19	4.55	10	1.01	5
		Faculty	3.44	20	4.29	14	.85	12
		Trustees	3.36	17	3.97	22	.61	27
		Co-Supervisors	3.23	36	3.78	31	.55	20
		Mun. Officials	3.33	22	4.02	26	.69	22
		Legislators	3.14	27	3.74	26	.60	21
30.	To maintain an institutional academic probation/suspension system to help ensure the instructional integrity of the institution.	Total	3.24	28	4.27	13	1.03	3
		Administrators	3.36	25	4.25	22	.89	18
		Faculty	3.11	35	4.34	12	1.23	1
		Trustees	3.29	21	4.23	11	.94	3
		Co-Supervisors	3.49	26	4.26	14	.77	3
		Mun. Officials	3.30	26	4.25	13	.95	4
		Legislators	3.19	22	4.08	13	.89	9
31.	To provide comprehensive educational and career counseling for students and other citizens.	Total	3.27	25	4.01	26	.74	20
		Administrators	3.29	27	4.33	19	1.04	4
		Faculty	3.32	25	4.09	24	.77	15
		Trustees	3.20	27	3.82	28	.62	26
		Co-Supervisors	3.44	28	3.95	26	.51	23
		Mun. Officials	3.07	37	3.90	32	.83	15
		Legislators	3.25	20	3.63	29	.38	30
32.	To provide a comprehensive student activities program consisting of social, cultural, and athletic activities.	Total	3.56	15	3.81	32	.25	37
		Administrators	3.71	16	4.15	27	.44	36
		Faculty	3.56	17	3.80	35	.24	37
		Trustees	3.44	14	3.72	30	.28	36
		Co-Supervisors	3.68	12	3.95	27	.27	36
		Mun. Officials	3.48	12	3.73	33	.25	38
		Legislators	3.51	7	3.31	34	-.20	39

ST. NO.	STATEMENT	RESPONDENTS	IS MEAN	IS RANK	SHOULD BE MEAN	SHOULD BE RANK	DIFF.	RANK
33.	To provide student health services, including health information, preventive medicine, and referral services.	Total	2.97	41	3.71	36	.74	21
		Administrators	2.95	38	3.93	34	.98	8
		Faculty	2.81	41	3.76	38	.95	10
		Trustees	3.05	37	3.58	34	.53	31
		Co-Supervisors	3.33	33	3.98	25	.65	12
		Mun. Officials	3.18	32	3.70	35	.52	32
		Legislators	3.00	35	3.05	39	.05	35
34.	To provide programs of intercollegiate athletics.	Total	3.76	9	3.49	41	-.27	41
		Administrators	4.14	3	3.54	41	-.60	41
		Faculty	3.78	11	3.44	41	-.34	40
		Trustees	3.61	10	3.58	35	-.03	40
		Co-Supervisors	3.67	19	3.78	32	.11	39
		Mun. Officials	3.61	9	3.49	41	-.12	41
		Legislators	3.40	10	3.08	38	-.32	41
35.	To assume a leadership role in helping assure that students acquire basic skills and college preparedness at the secondary and pre-secondary levels.	Total	3.20	29	4.07	23	.87	7
		Administrators	2.97	37	3.97	33	1.00	6
		Faculty	3.15	32	4.16	19	1.01	7
		Trustees	3.25	24	4.01	19	.76	12
		Co-Supervisors	3.64	20	4.29	12	.65	11
		Mun. Officials	3.45	16	4.06	23	.61	30
		Legislators	3.17	24	3.82	23	.65	18
36.	To promote the image of a comprehensive community college rather than the traditional two-year junior college.	Total	3.46	19	4.13	21	.67	23
		Administrators	3.64	17	4.58	7	.94	10
		Faculty	3.54	18	4.19	18	.65	26
		Trustees	3.21	26	3.92	23	.71	17
		Co-Supervisors	3.50	25	3.78	33	.28	35
		Mun. Officials	3.48	17	4.12	20	.64	27
		Legislators	3.31	17	3.74	27	.43	29
37.	To involve citizens of the district in planning college programs.	Total	3.01	39	3.81	33	.80	13
		Administrators	3.21	30	4.21	25	1.00	7
		Faculty	2.99	38	3.78	37	.79	14
		Trustees	2.87	40	3.55	36	.68	19
		Co-Supervisors	3.25	35	3.95	28	.70	8
		Mun. Officials	2.97	40	4.00	29	1.09	2
		Legislators	2.95	38	3.50	31	.55	22
38.	To cooperate and coordinate programs with area public and private institutions.	Total	3.36	23	4.04	24	.68	22
		Administrators	3.47	21	4.22	24	.75	26
		Faculty	3.34	24	4.01	27	.67	24
		Trustees	3.32	20	3.98	20	.66	23
		Co-Supervisors	3.80	9	4.28	13	.48	26
		Mun. Officials	3.21	30	4.06	24	.85	13
		Legislators	2.94	40	3.72	28	.78	14
39.	To cooperate with the colleges, universities, and other agencies within the state in developing and providing delivery systems for continuing education programs.	Total	3.49	17	4.14	20	.65	25
		Administrators	3.47	22	4.23	23	.76	25
		Faculty	3.46	19	4.07	25	.61	28
		Trustees	3.43	15	4.10	16	.67	21
		Co-Supervisors	3.90	7	4.48	7	.58	18
		Mun. Officials	3.56	10	4.30	11	.74	18
		Legislators	3.33	15	3.87	20	.54	23
40.	To cooperate with other educational institutions to help assure that students continue their formal education with minimum disruption or loss of credit.	Total	3.88	5	4.55	2	.67	24
		Administrators	4.10	4	4.64	6	.54	35
		Faculty	3.86	6	4.58	1	.72	20
		Trustees	3.75	6	4.47	2	.72	16
		Co-Supervisors	4.08	5	4.80	1	.72	6
		Mun. Officials	3.96	1	4.55	2	.59	31
		Legislators	3.57	6	4.26	5	.69	17
41.	To provide credit courses throughout the district as needs arise.	Total	3.67	12	4.24	15	.57	31
		Administrators	3.82	12	4.39	17	.57	34
		Faculty	3.73	12	4.28	15	.55	32
		Trustees	3.59	12	4.25	10	.66	24
		Co-Supervisors	3.80	10	4.20	17	.40	31
		Mun. Officials	3.44	17	4.08	21	.64	28
		Legislators	3.31	18	3.85	21	.54	24

APPENDIX III

GRAPHIC ANALYSIS OF THE DATA

1. TOP SIX GOAL STATEMENTS ON AN IS BASIS

ST. NO.	STATEMENTS	0 1 2 3 4 5
2	TUITION LEVELS TO ALLOW ACCESS	4.05
10	PROVIDE UNIVERSITY PARALLEL COURSES	4.00
15	PROVIDE VO TECH PROGRAMS	3.92
1	PROMOTE POSITIVE IMAGE	3.90
40	COOPERATE FOR TRANSFER OF CREDITS	3.88
3	OPEN DOOR ADMISSION	3.81
$\bar{X}$	OVERALL AVERAGE	3.42

2. TOP SIX GOAL STATEMENTS ON A SHOULD BE BASIS

ST. NO.	STATEMENTS	0 1 2 3 4 5
15	PROVIDE VO TECH PROGRAMS	4.55
40	COOPERATE TO ASSURE TRANSFER OF CREDITS	4.55
21	OFFER TECH PROGRAMS FOR NEEDS OF COMMUNITY	4.54
20	OFFER VOCATIONAL PROGRAMS FOR NEEDS OF COMM.	4.53
10	PROVIDE UNIVERSITY-PARALLEL COURSES	4.44
1	PROMOTE POSITIVE IMAGE	4.43
$\bar{X}$	OVERALL AVERAGE	4.10

3. BOTTOM SIX GOAL STATEMENTS ON AN IS BASIS

ST. NO.	STATEMENTS	0 1 2 3 4 5
$\bar{X}$	OVERALL AVERAGE	3.42
6	ADVANCED PLACEMENT IN TECHNICAL	3.06
7	ADVANCED PLACEMENT IN VOCATIONAL	3.03
5	ADVANCED PLACEMENT IN ACADEMIC	3.02
37	INVOLVE CITIZENS IN PLANNING	3.01
26	SPECIAL INTEREST COURSES OFF CAMPUS	2.99
33	PROVIDE STUDENT HEALTH SERVICES	2.97

4. BOTTOM SIX GOAL STATEMENTS ON A SHOULD BE BASIS

ST. NO.	STATEMENTS	0 1 2 3 4 5
$\bar{X}$	OVERALL AVERAGE	4.10
33	STUDENT HEALTH SERVICES	3.71
3	OPEN DOOR ADMISSION	3.67
25	SPECIAL INTEREST COURSES - CAMPUS	3.65
26	SPECIAL INTEREST COURSES - DISTRICT	3.56
13	CHORAL MUSIC AND BAND	3.55
34	INTERCOLLEGIATE ATHLETICS	3.49

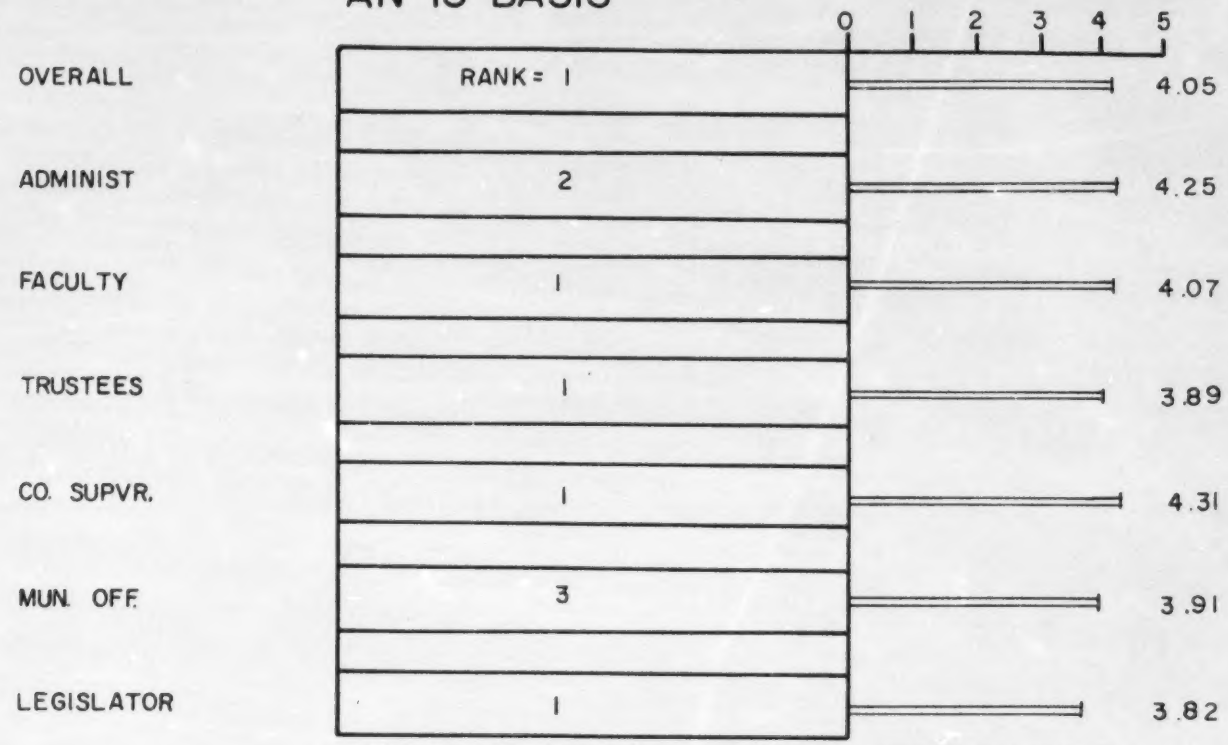
Tables 5.1-5.6 Subgroup Analyses for Top Six Goal Statements on an IS Basis.

Tables 6.1-6.6 Subgroup Analyses for Top Six Goal Statements on a SHOULD BE Basis.

Tables 7.1-7.6 Subgroup Analyses for Bottom Six Goal Statements on an IS Basis.

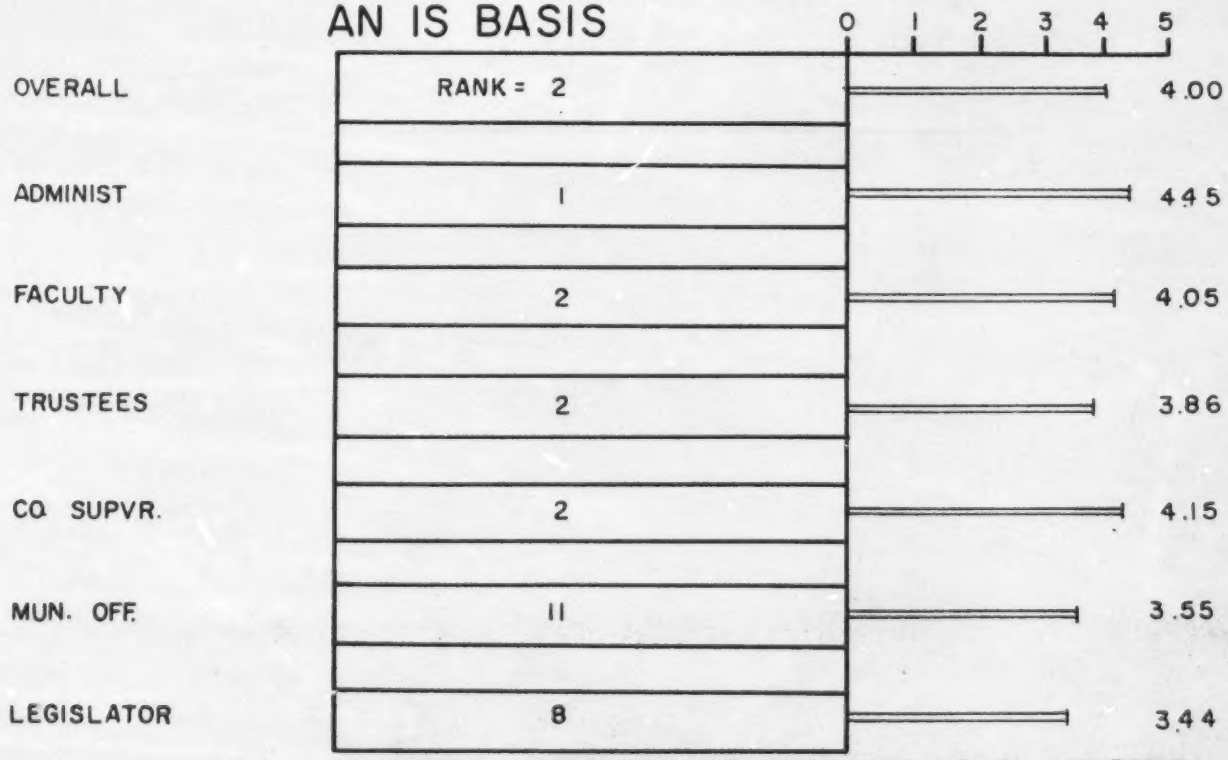
Tables 8.1-8.6 Subgroup Analyses for Bottom Six Goal Statements on a SHOULD BE Basis.

5.1 SUBGROUP ANALYSES FOR STATEMENT NO. 2 ON AN IS BASIS



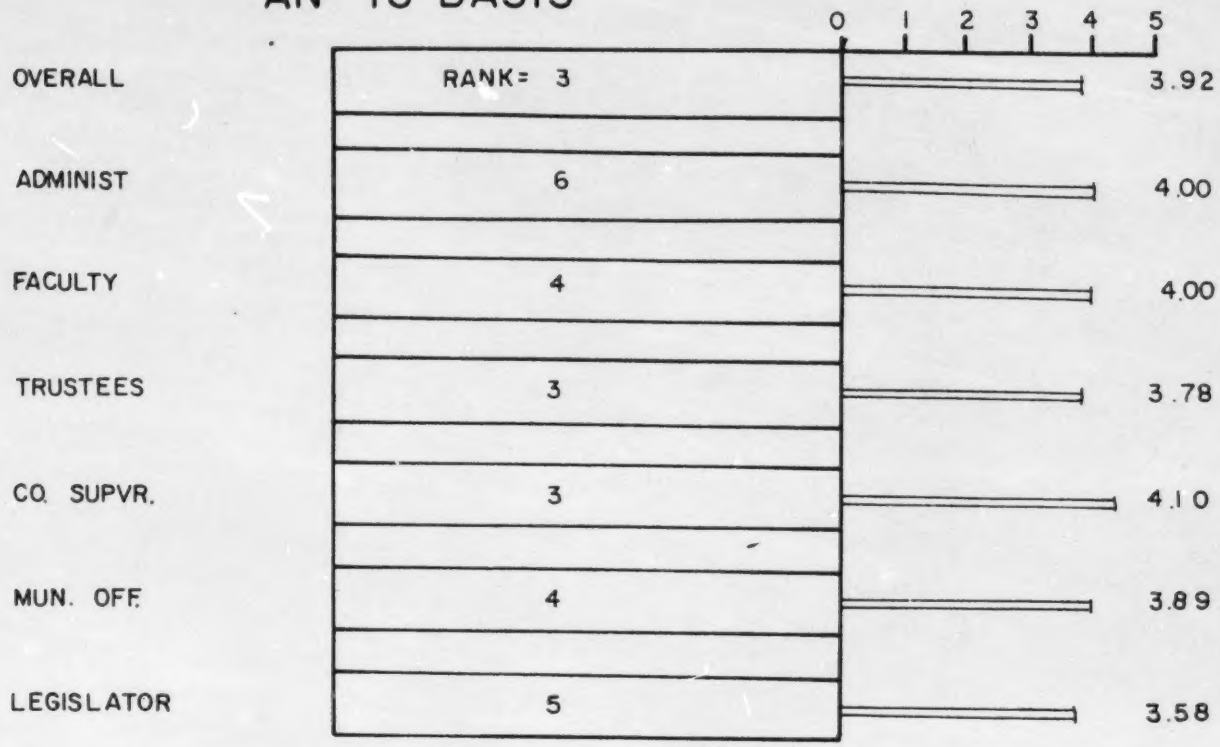
TO ESTABLISH STUDENT TUITION AND FEES AT LEVELS SUCH AS TO ALLOW EDUCATIONAL ACCESS FOR ALL STUDENTS

5.2 SUBGROUP ANALYSES FOR STATEMENT NO. 10 ON AN IS BASIS



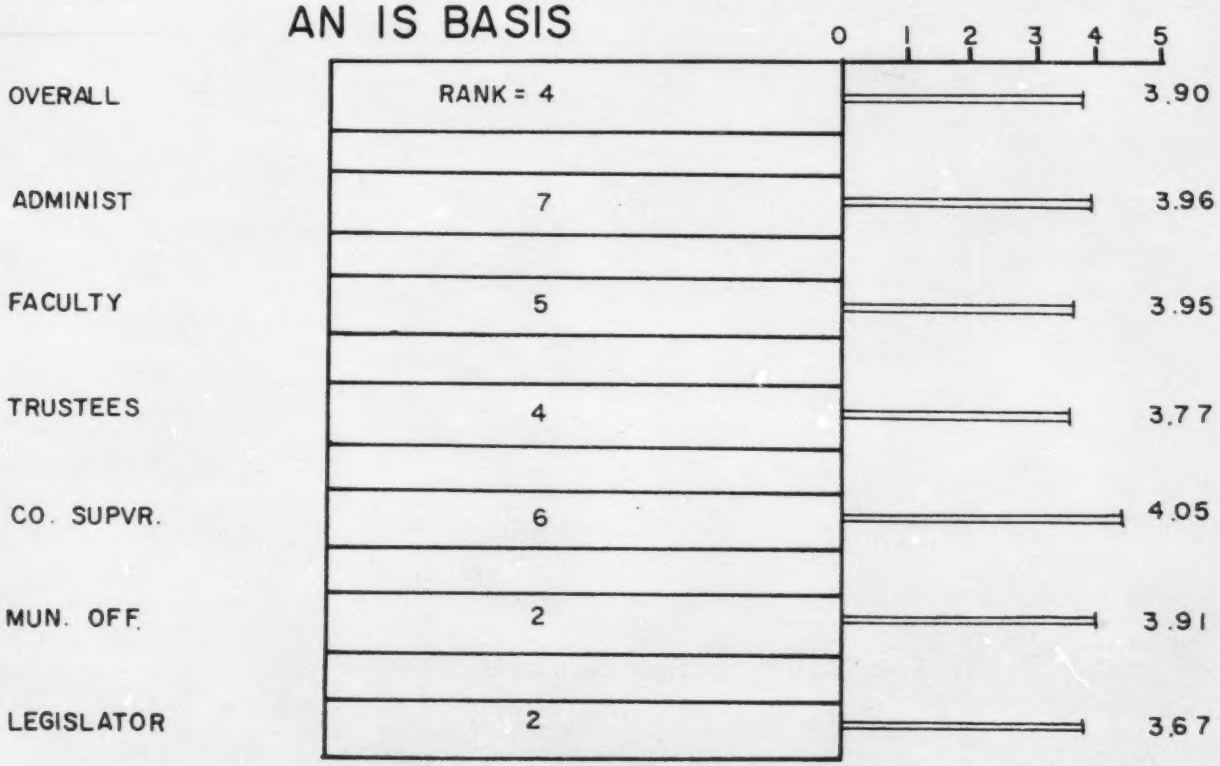
TO PROVIDE FRESHMEN AND SOPHOMORE LEVEL UNIVERSITY PARALLEL COURSES

5.3 SUBGROUP ANALYSES FOR STATEMENT NO. 15 ON AN IS BASIS



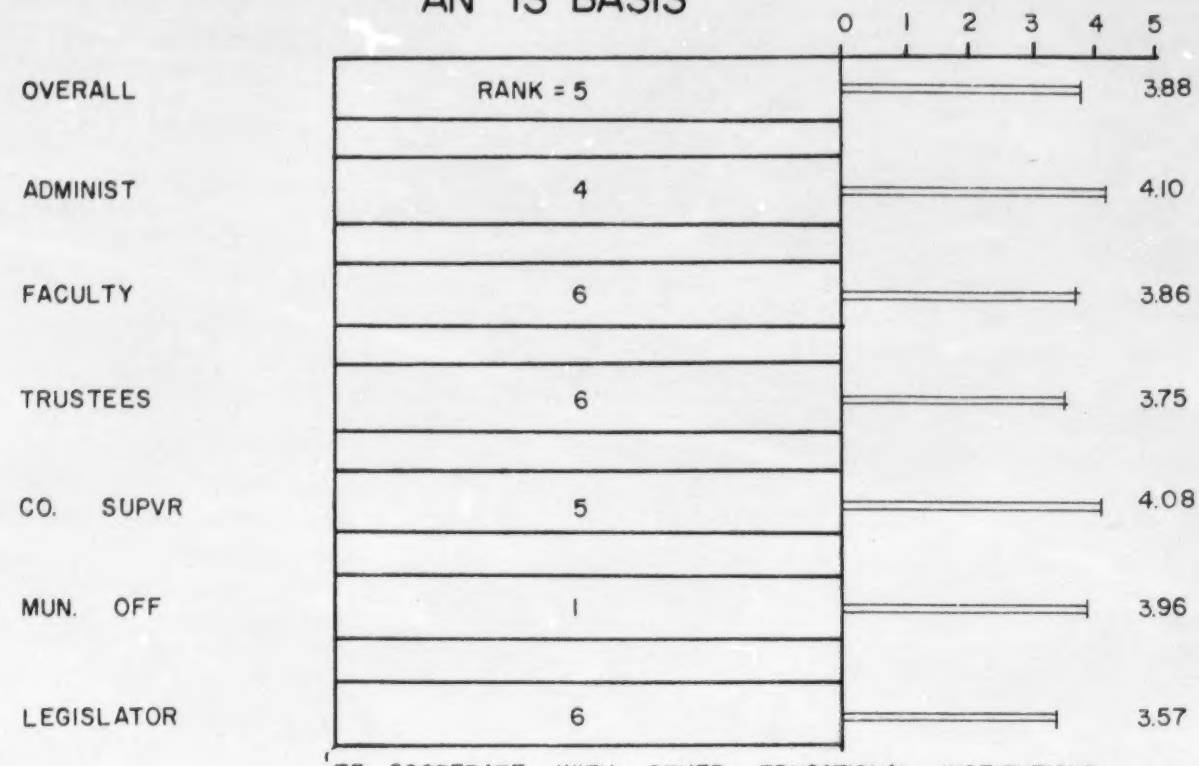
TO PROVIDE VO-TECH PROGRAMS THAT WILL DEVELOP IN GRADUATES TECH KNOWLEDGE, SKILLS, AND ATTITUDE WHICH WILL PROVIDE INITIAL JOB PERFORMANCE AND ADVANCEMENT.

5.4 SUBGROUP ANALYSES FOR STATEMENT NO. 1 ON AN IS BASIS



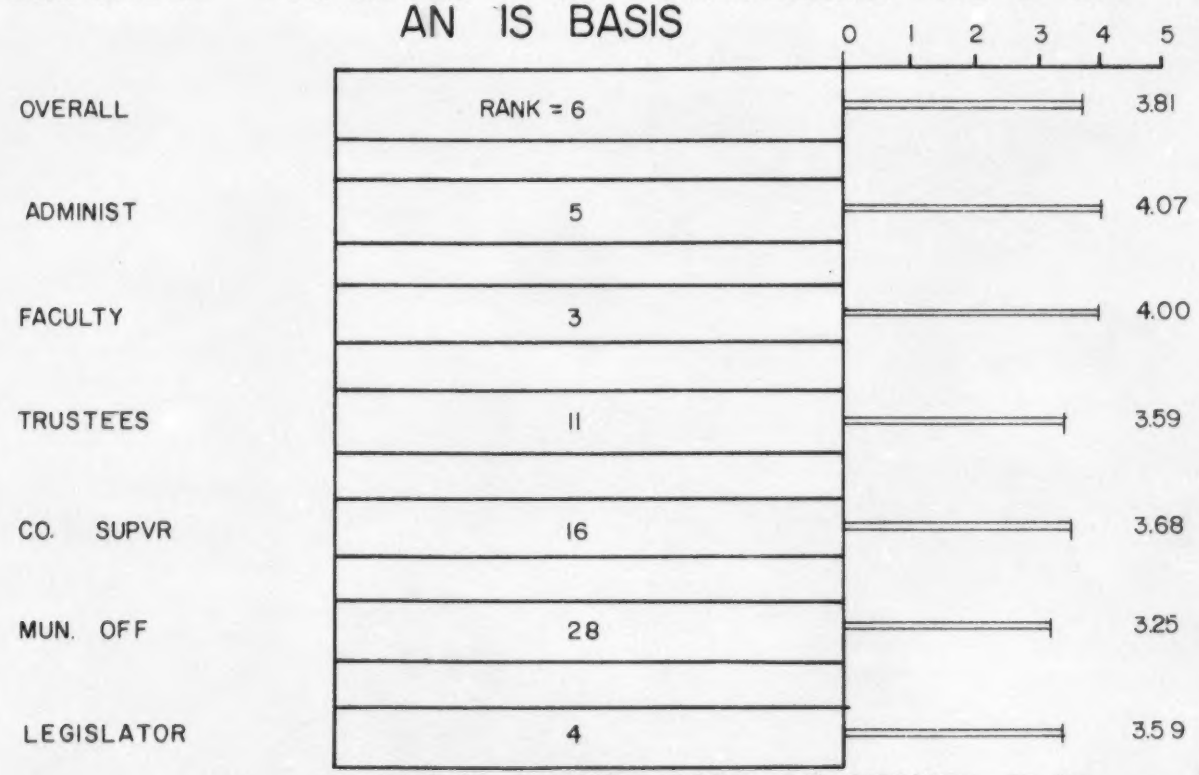
TO INITIATE AND MAINTAIN PROGRAMS THAT WILL PROMOTE A POSITIVE IMAGE OF THE STATE'S JR. COLLEGES.

5.5 SUBGROUP ANALYSES FOR STATEMENT NO.40 ON AN IS BASIS



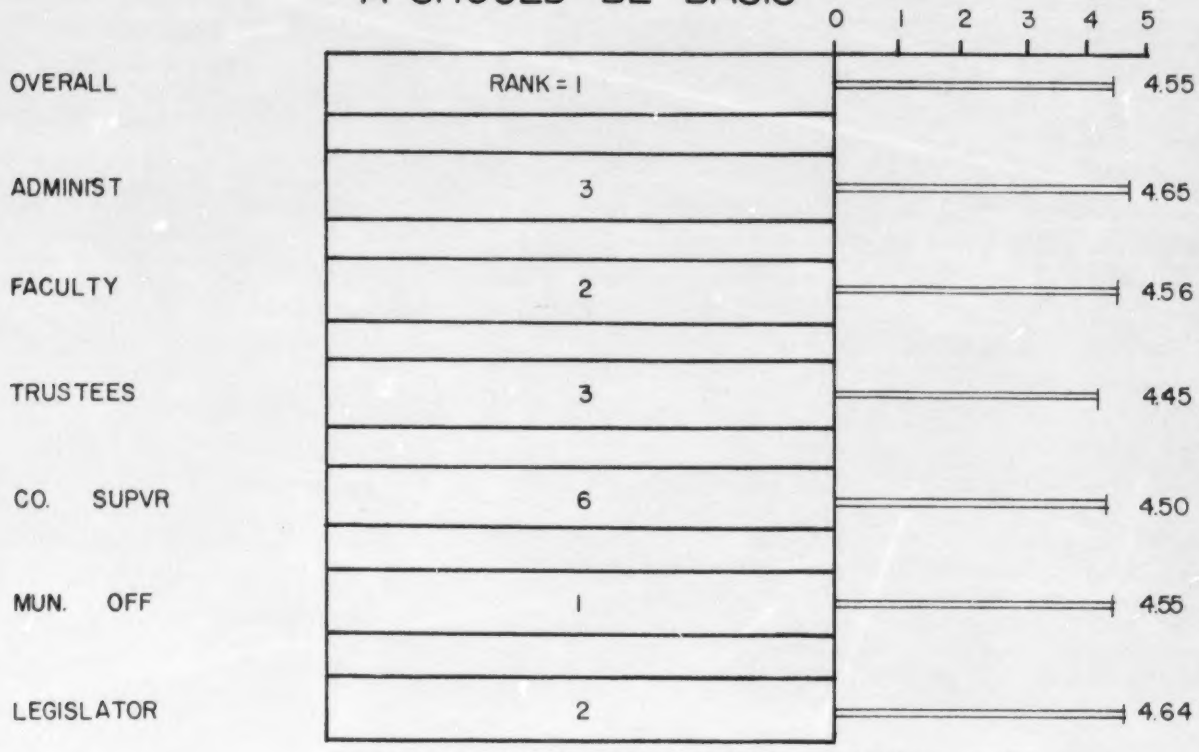
TO COOPERATE WITH OTHER EDUCATIONAL INSTITUTIONS TO HELP ASSURE THAT STUDENTS CONTINUE THEIR FORMAL EDUCATION WITH MINIMUM DISRUPTION OR LOSS OF CREDIT.

5.6 SUBGROUP ANALYSES FOR STATEMENT NO 3 ON AN IS BASIS



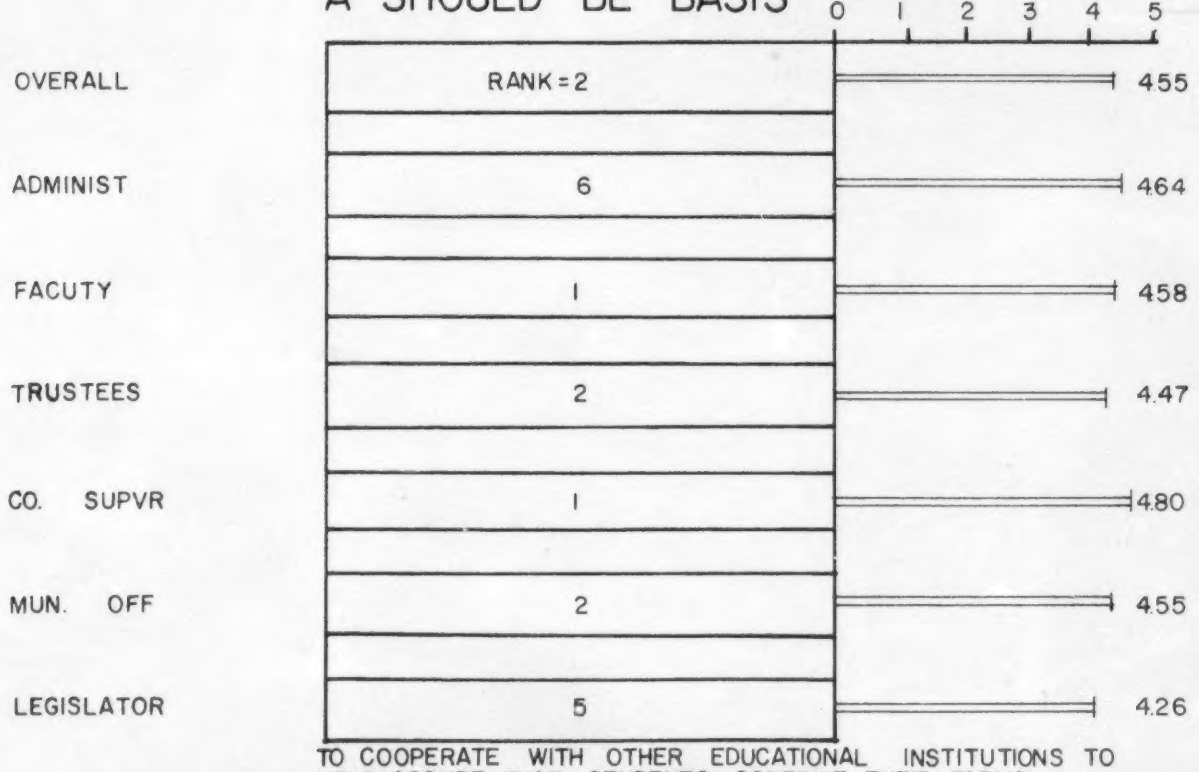
TO HAVE AS A PRIMARY MISSION THE OPERATION OF AN OPEN DOOR ADMISSIONS POLICY IN THE STATE'S JUNIOR COLLEGES

6.1 SUBGROUP ANALYSES FOR STATEMENT NO. 15 ON A SHOULD BE BASIS



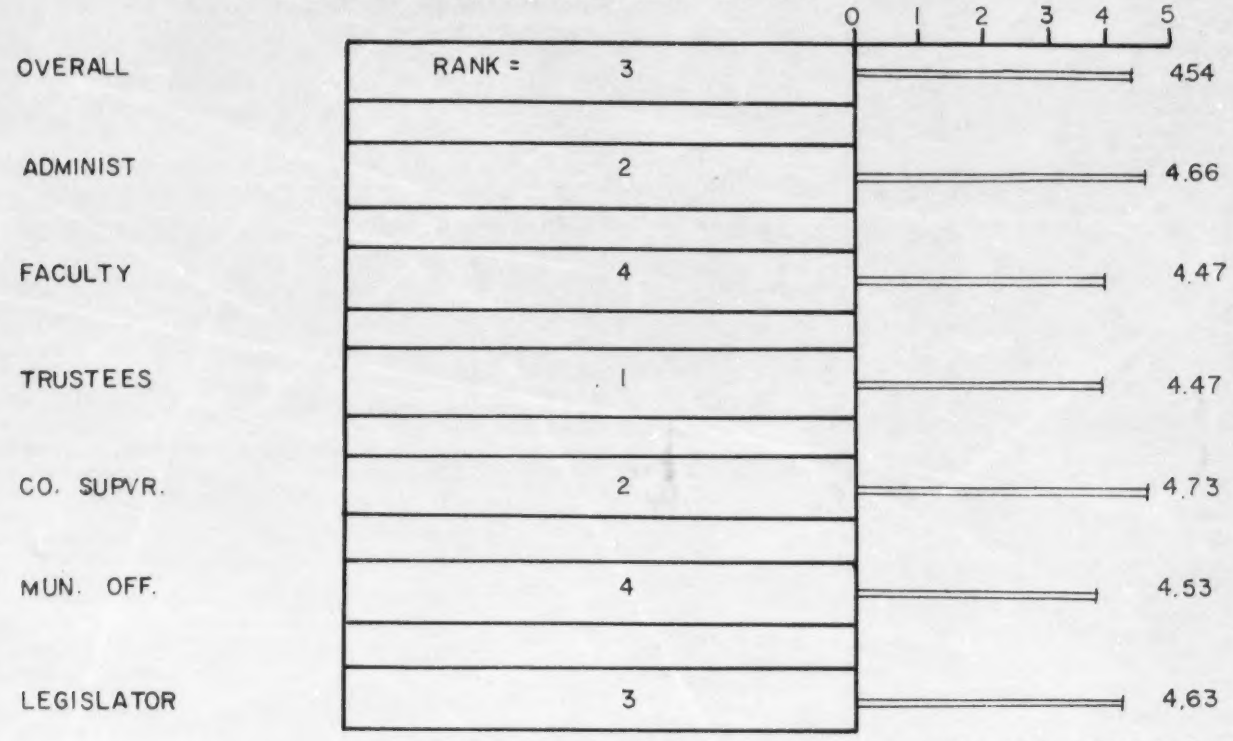
TO PROVIDE VOCATIONAL-TECHNICAL PROGRAMS THAT WILL DEVELOP TECHNICAL KNOWLEDGE, SKILLS FOR JOB ENTRY PERFORMANCE & ADVANCEMENT

6.2 SUBGROUP ANALYSES FOR STATEMENT NO. 40 ON A SHOULD BE BASIS



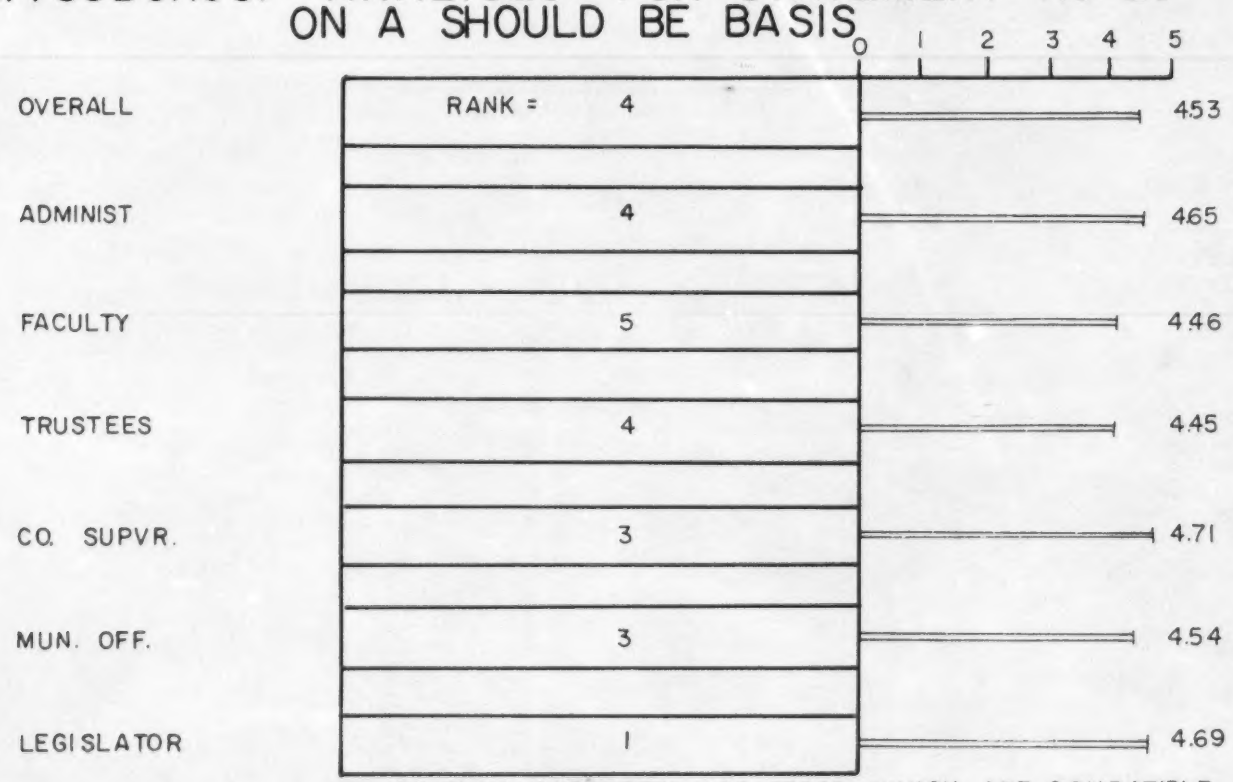
TO COOPERATE WITH OTHER EDUCATIONAL INSTITUTIONS TO HELP ASSURE THAT STUDENTS CONTINUE THEIR FORMAL EDUCATION WITH MINIMUM DISRUPTION OR LOSS OF CREDIT.

6.3 SUBGROUP ANALYSES FOR STATEMENT NO. 21 ON A SHOULD BE BASIS



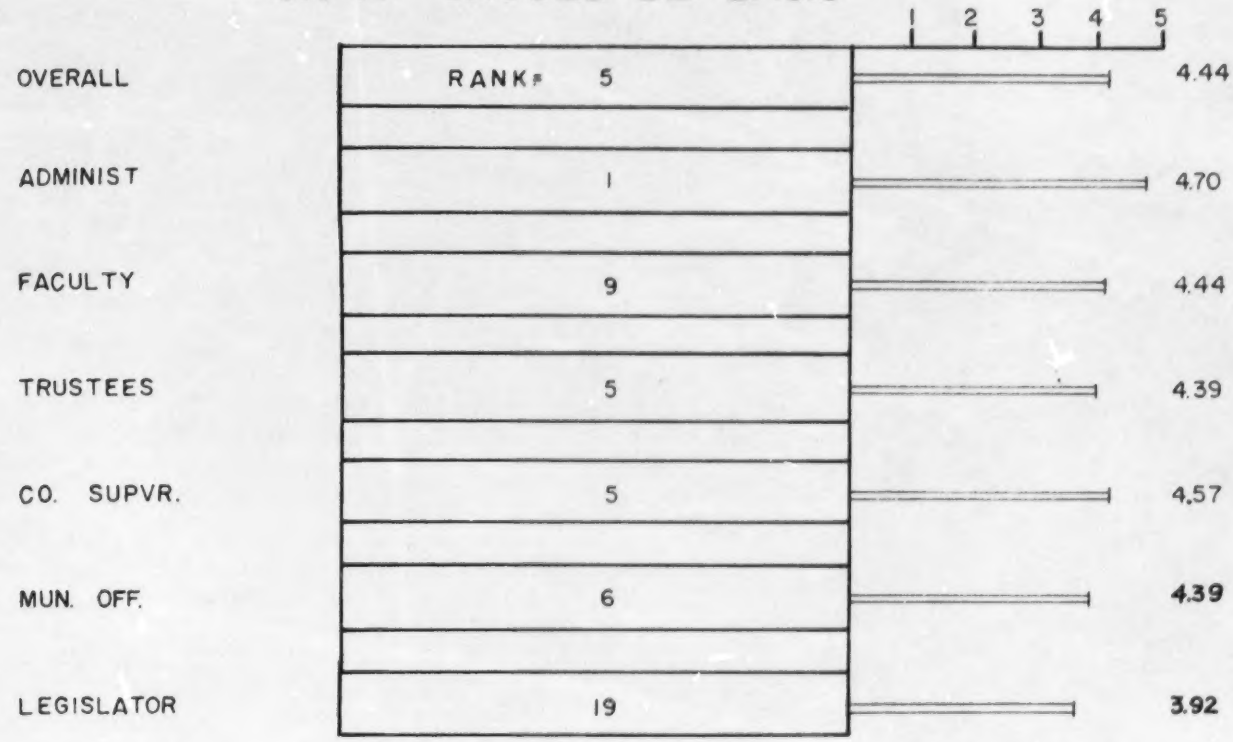
TO DEVELOP AND OFFER TECH. PROGS. WHICH ARE COMPATIBLE WITH THE NEEDS OF INDUSTRY AND THE COMMUNITY.

6.4 SUBGROUP ANALYSES FOR STATEMENT NO. 20 ON A SHOULD BE BASIS



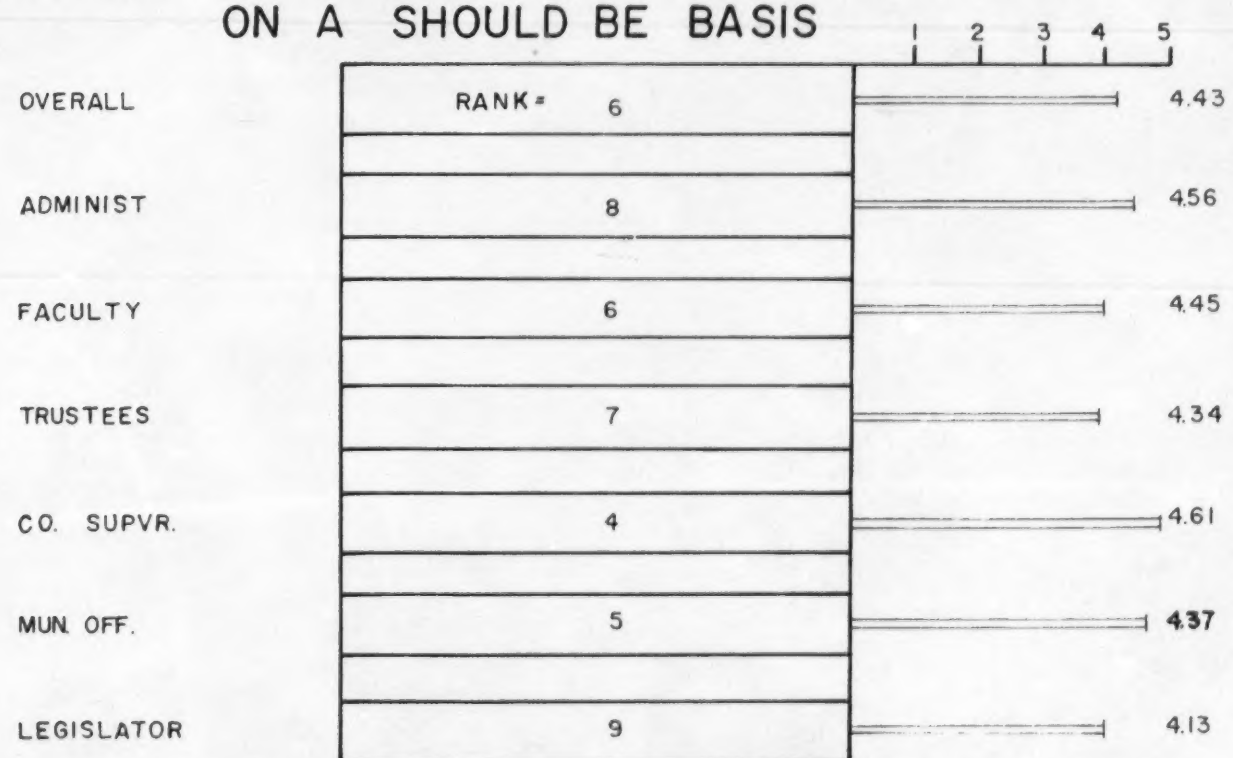
TO DEVELOP AND OFFER VOC. PROGS, WHICH ARE COMPATIBLE WITH THE NEEDS OF INDUSTRY AND THE COMMUNITY.

6.5 SUBGROUP ANALYSES FOR STATEMENT NO. 10 ON A SHOULD BE BASIS



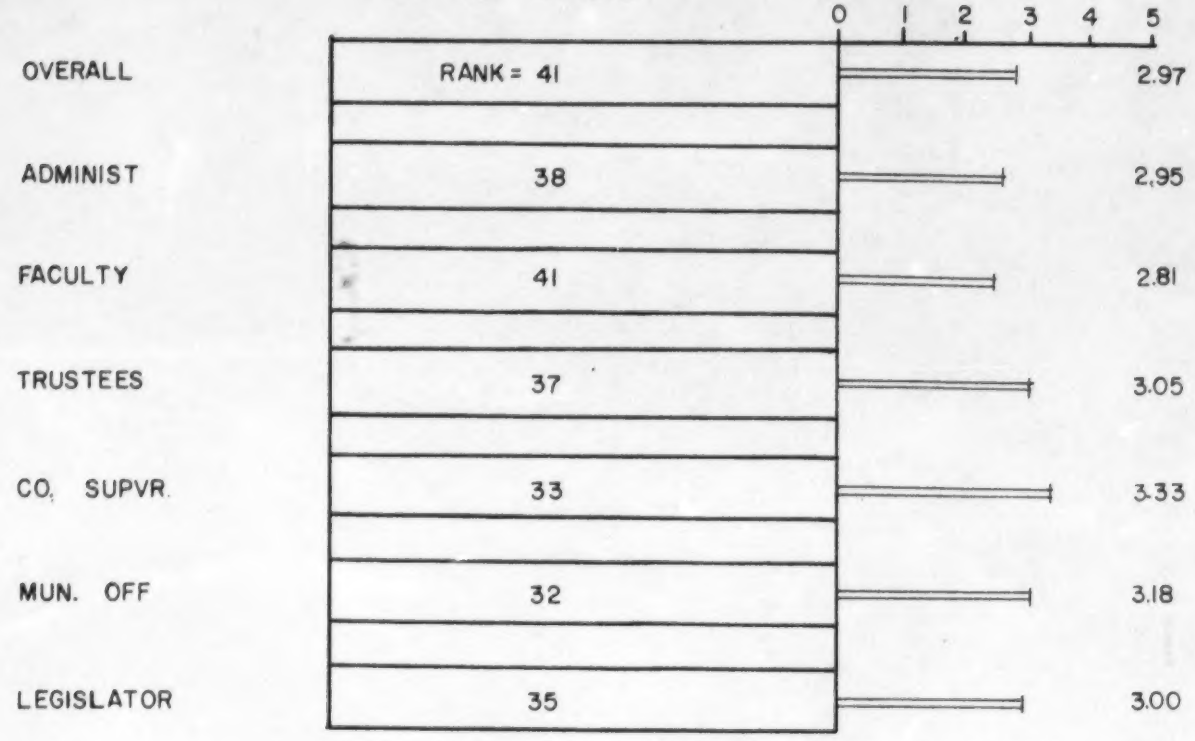
TO INITIATE AND MAINTAIN PROGRAMS THAT PROMOTE A POSITIVE IMAGE OF THE STATE'S JUNIOR COLLEGES

6.6 SUBGROUP ANALYSES FOR STATEMENT NO. 1 ON A SHOULD BE BASIS



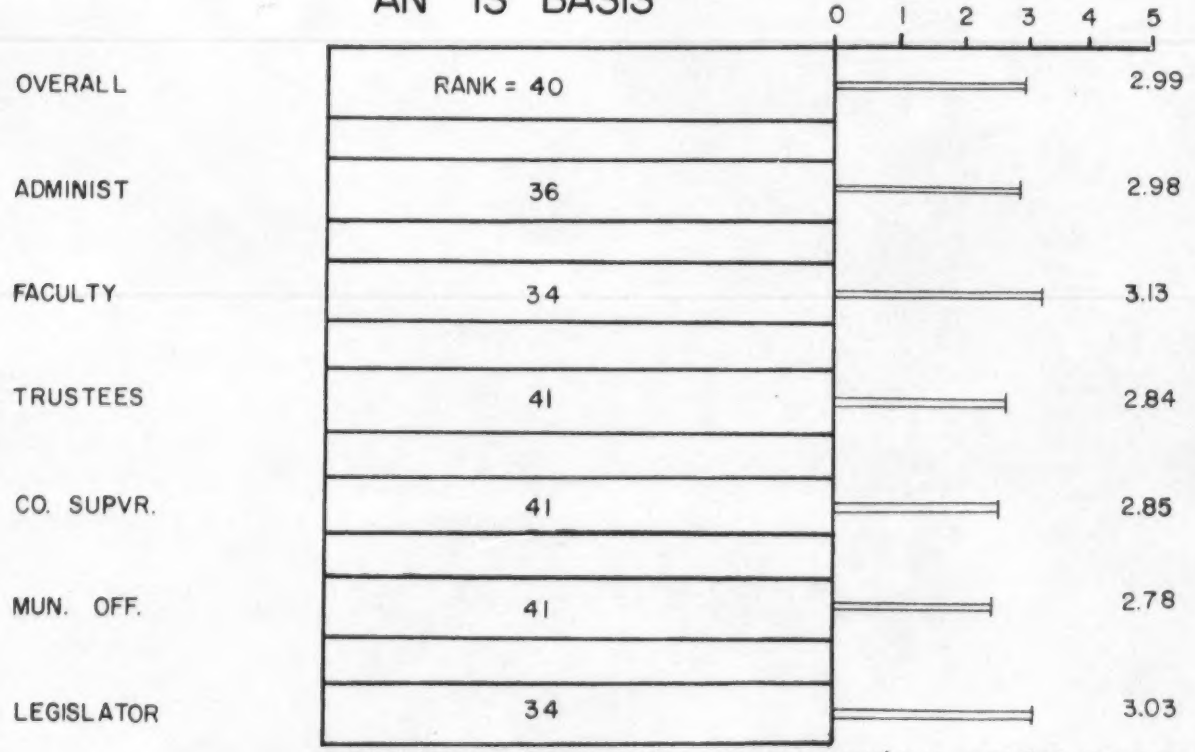
TO INITIATE AND MAINTAIN PROGRAMS THAT PROMOTE A POSITIVE IMAGE OF THE STATE'S JUNIOR COLLEGES

7.1 SUBGROUP ANALYSES FOR STATEMENT NO. 33 ON AN IS BASIS



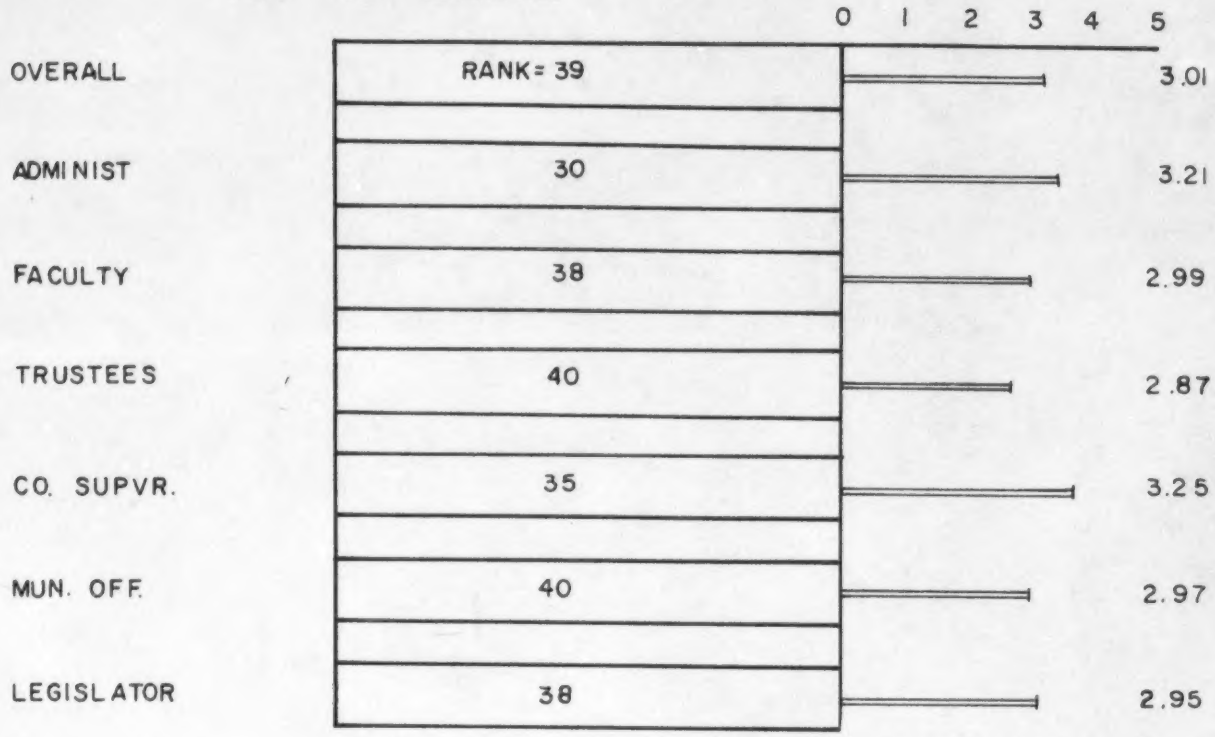
TO PROVIDE STUDENT HEALTH SERVICES INCLUDING HEALTH INFORMATION, PREVENTIVE MEDICINE, AND REFERRAL SERVICES.

7.2 SUBGROUP ANALYSES FOR STATEMENT NO. 26 ON AN IS BASIS



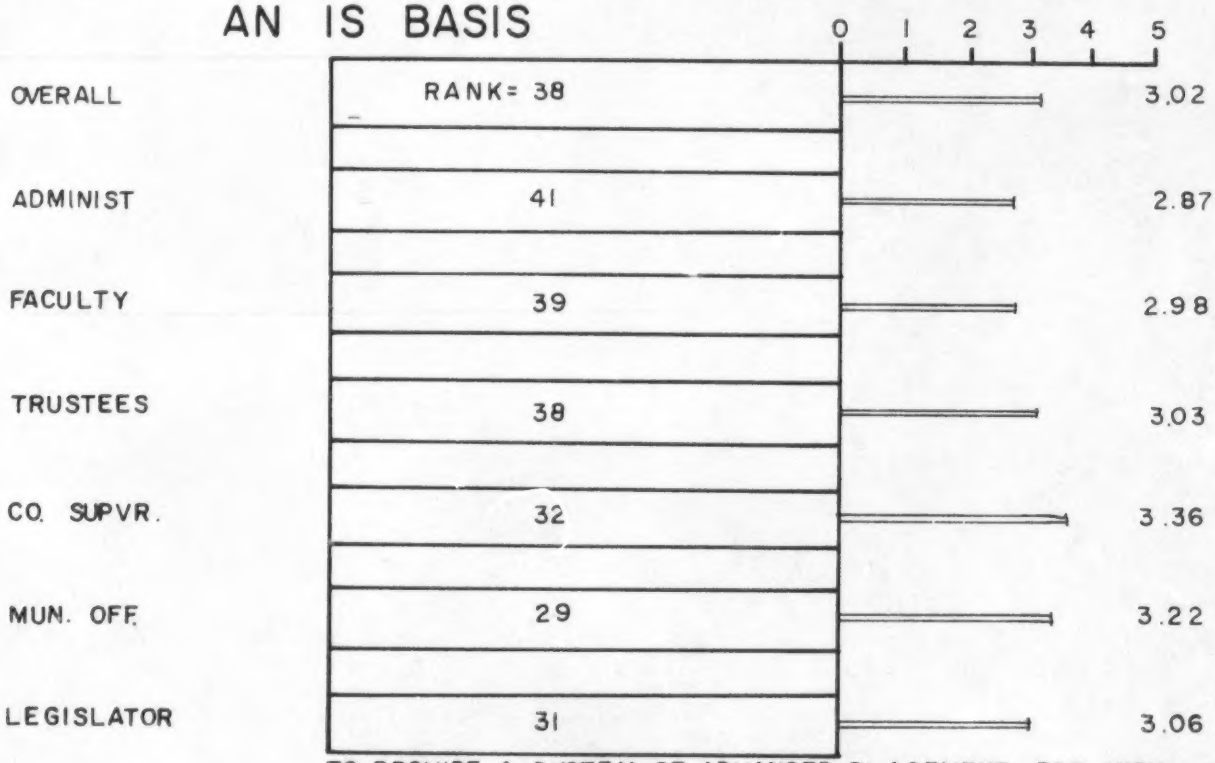
TO PROVIDE OPPORTUNITIES THROUGH SPECIAL INTEREST COURSES - THROUGHOUT THE DISTRICT

7.3 SUBGROUP ANALYSES FOR STATEMENT NO. 37 ON AN IS BASIS



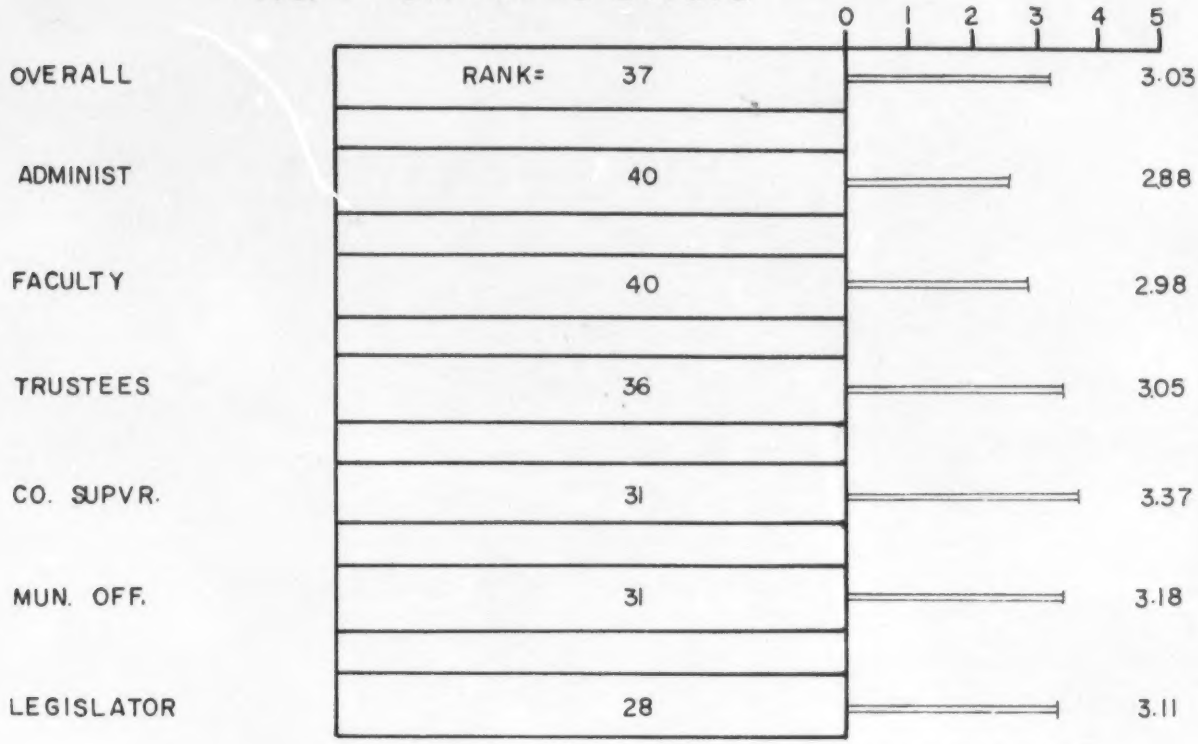
TO INVOLVE CITIZENS OF THE DISTRICT IN PLANNING COLLEGE PROGRAMS.

7.4 SUBGROUP ANALYSES FOR STATEMENT NO. 5 ON AN IS BASIS



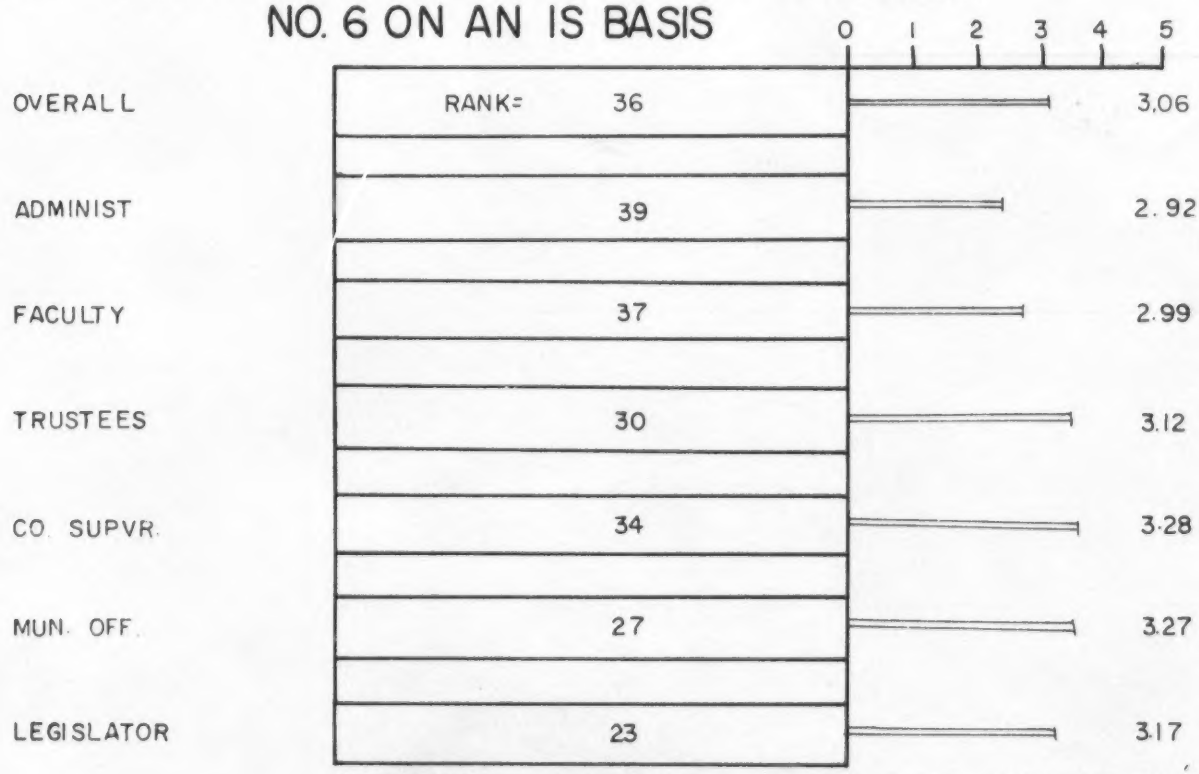
TO PROVIDE A SYSTEM OF ADVANCED PLACEMENT FOR HIGH SCHOOL STUDENTS AND OTHERS ENTERING ACADEMIC PROGRAMS

7.5 SUBGROUP ANALYSES FOR STATEMENT NO. 7 ON AN IS BASIS



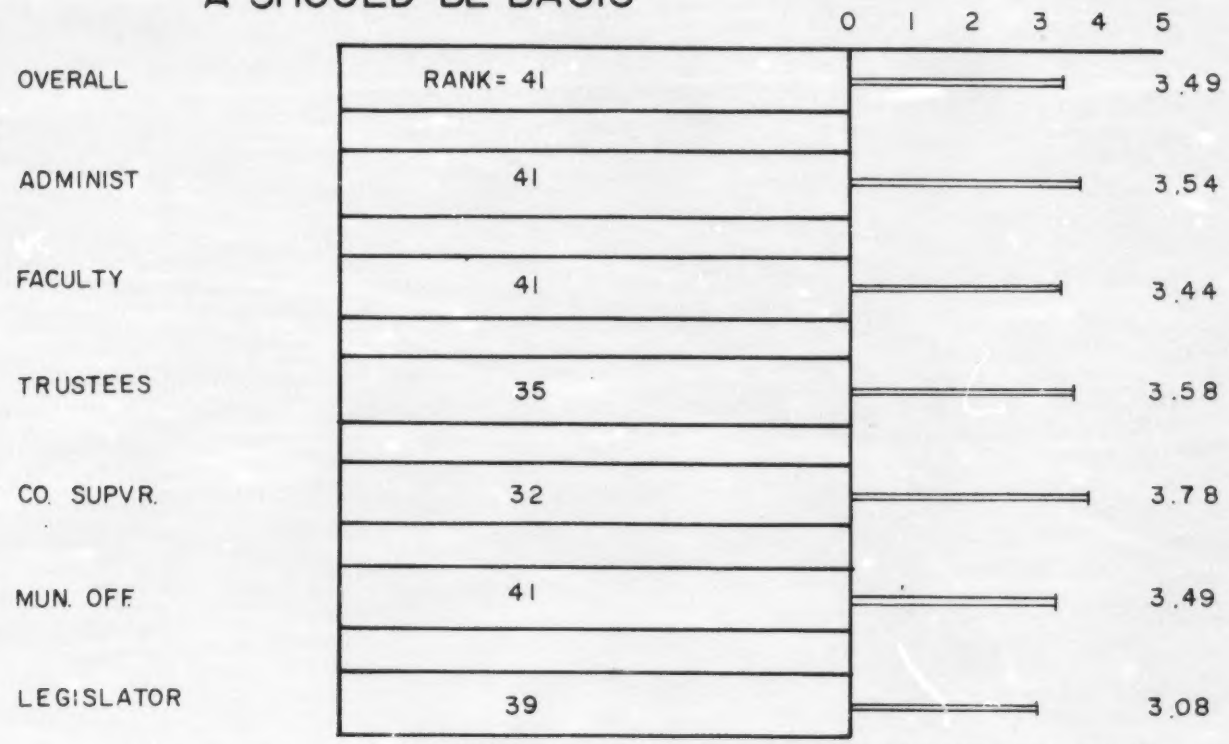
TO PROVIDE A SYSTEM OF ADVANCED PLACEMENT FOR HIGH SCHOOL STUDENTS AND OTHERS ENTERING VOCATIONAL PROGRAMS.

7.6 SUBGROUP ANALYSES FOR STATEMENT NO. 6 ON AN IS BASIS



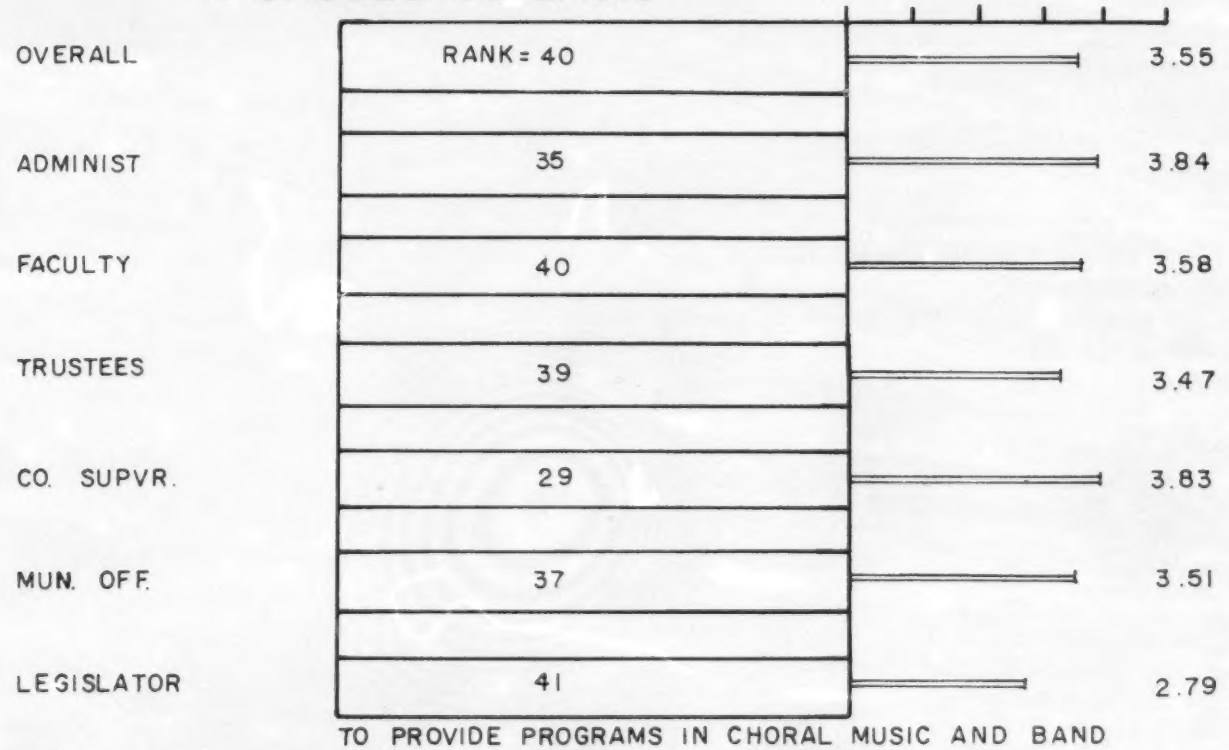
TO PROVIDE A SYSTEM OF ADVANCED PLACEMENT FOR HIGH SCHOOL STUDENTS AND OTHERS ENTERING TECHNICAL PROGRAMS.

8.1 SUBGROUP ANALYSES FOR STATEMENT NO. 34 ON A SHOULD BE BASIS



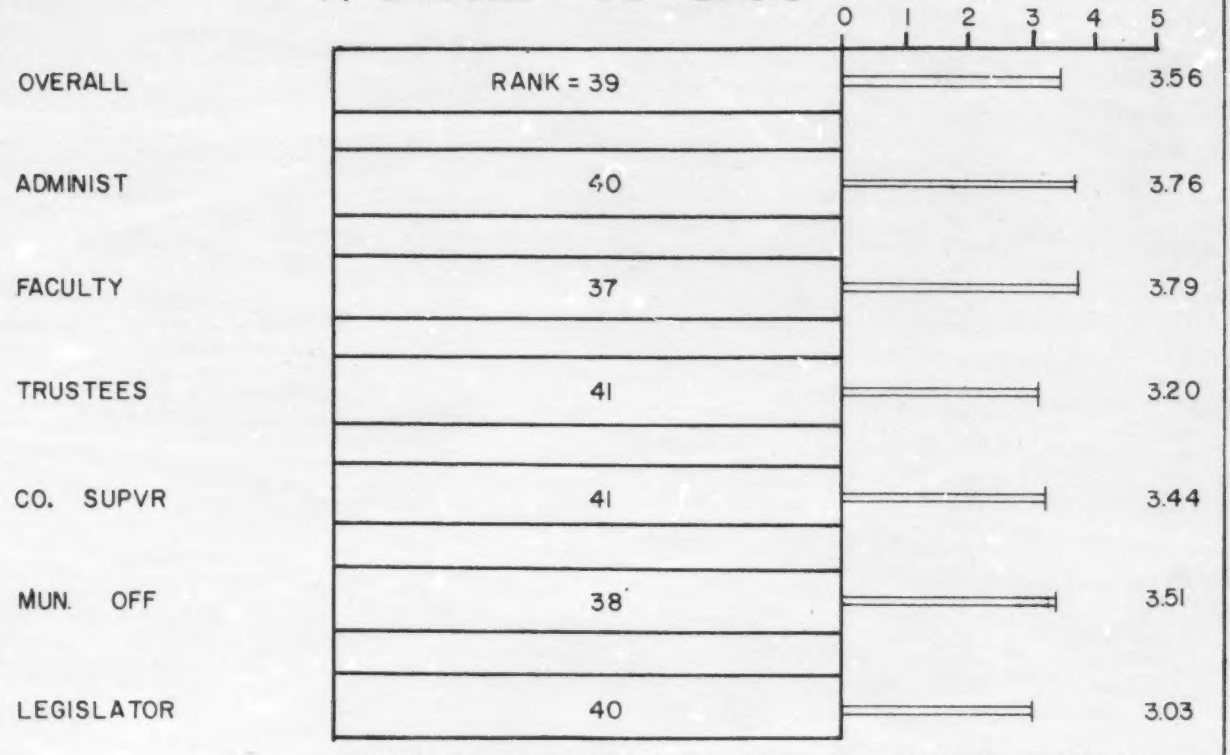
TO PROVIDE PROGRAMS OF INTERCOLLEGIATE ATHLETICS

8.2 SUBGROUP ANALYSES FOR STATEMENT NO. 13 ON A SHOULD BE BASIS



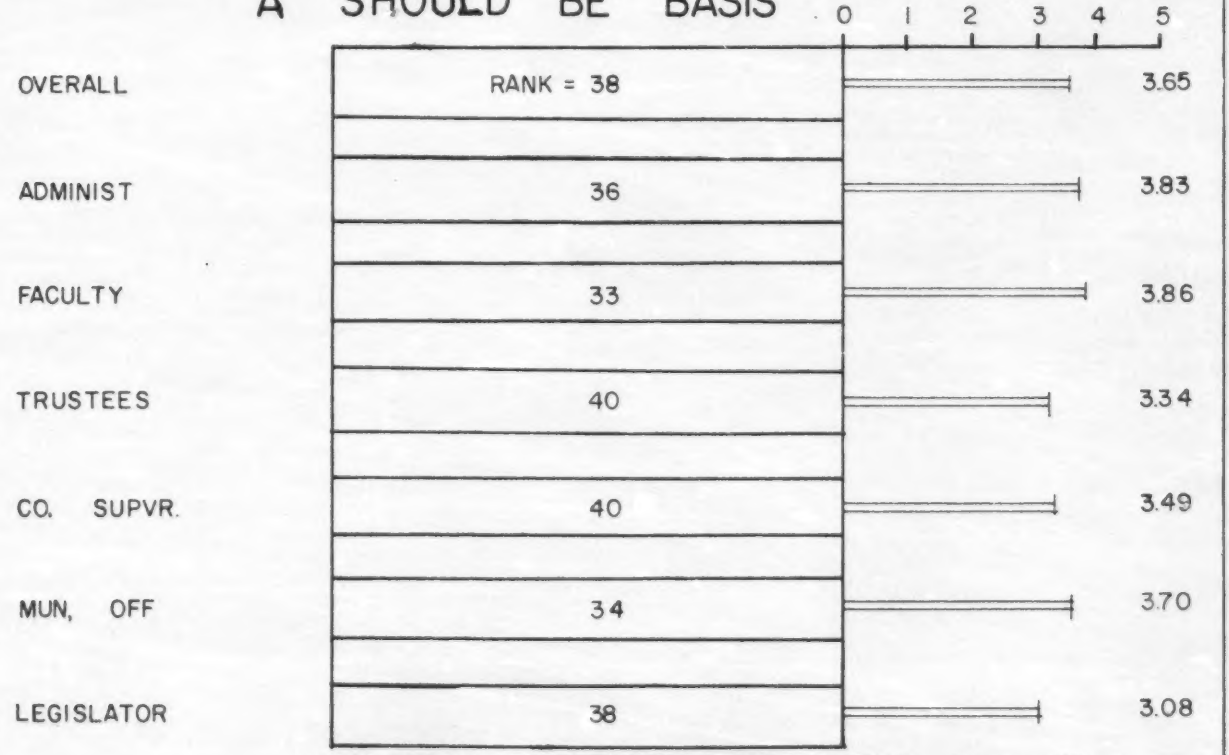
TO PROVIDE PROGRAMS IN CHORAL MUSIC AND BAND

8.3 SUBGROUP ANALYSES FOR STATEMENT NO.26 ON A SHOULD BE BASIS



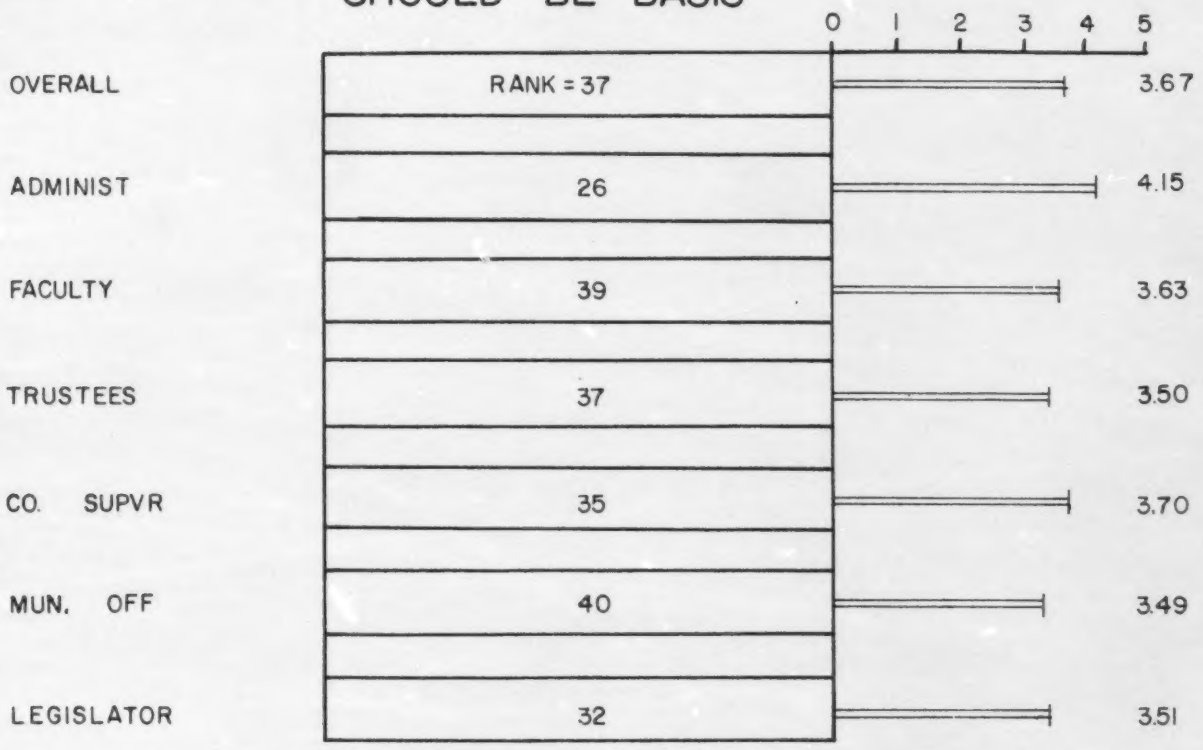
TO PROVIDE OPPORTUNITIES FOR PERSONAL FULFILLMENT THROUGH SPECIAL INTEREST COURSES - THROUGHOUT THE DISTRICT

8.4 SUBGROUP ANALYSES FOR STATEMENT NO.25 ON A SHOULD BE BASIS



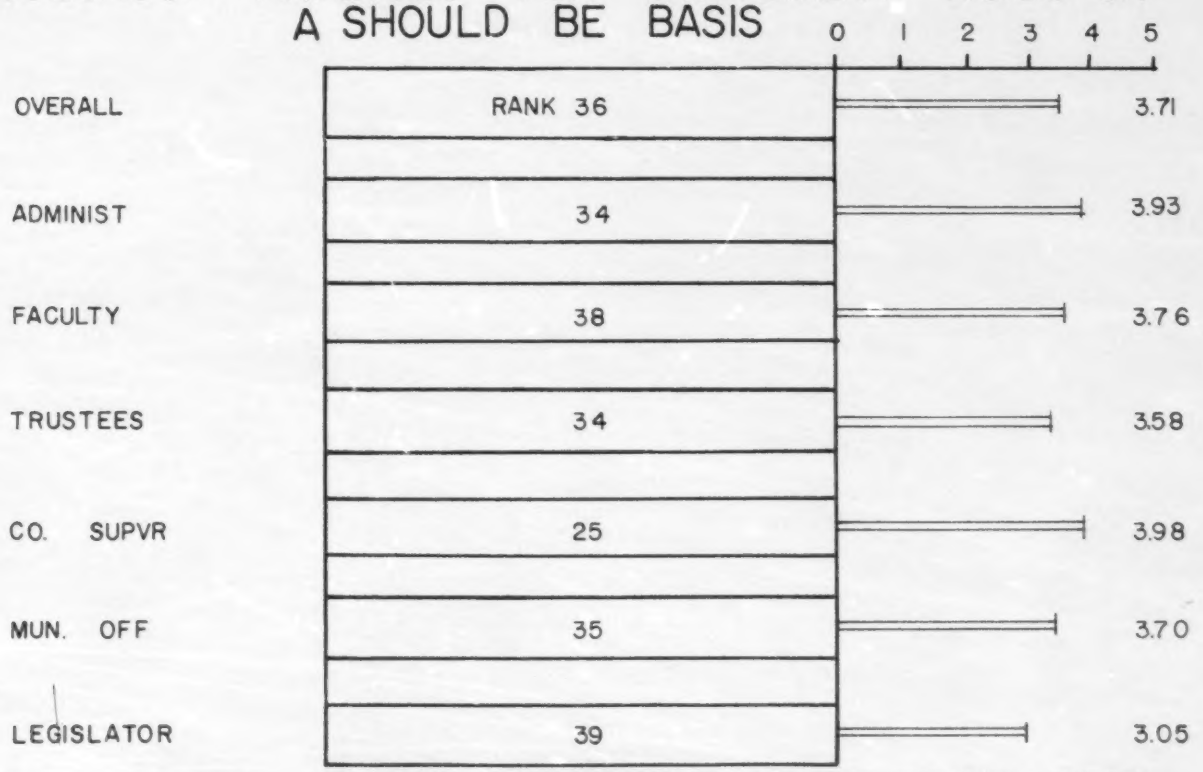
TO PROVIDE OPPORTUNITIES FOR PERSONAL FULFILLMENT THROUGH SPECIAL INTEREST COURSES- ON CAMPUS

8.5 SUBGROUP ANALYSES FOR STATEMENT NO3 ON A SHOULD BE BASIS



TO HAVE AS A PRIMARY MISSION THE OPERATION OF AN OPEN DOOR ADMISSIONS POLICY IN THE STATES JR. COLLEGES

8.6 SUBGROUP ANALYSES FOR STATEMENT NO.33 ON A SHOULD BE BASIS



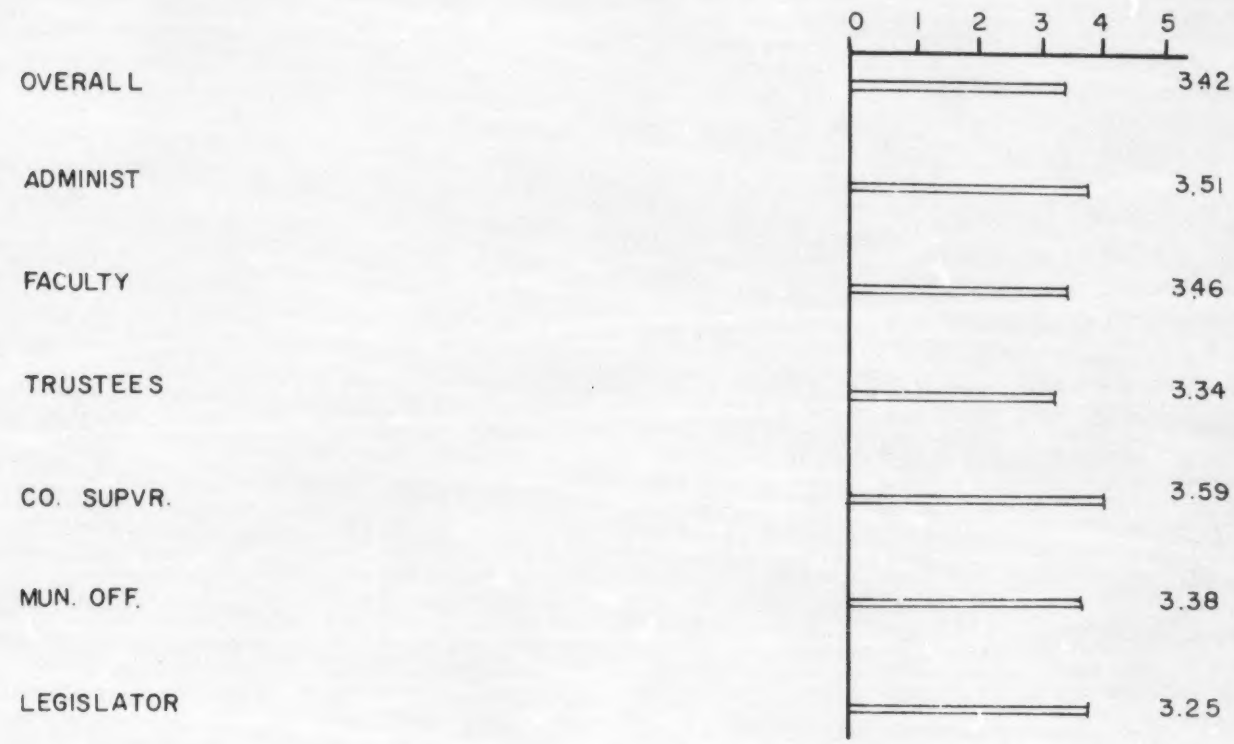
TO PROVIDE STUDENT HEALTH SERVICES, INCLUDING HEALTH INFORMATION, PREVENTIVE MEDICINE, AND REFERRAL SERVICES

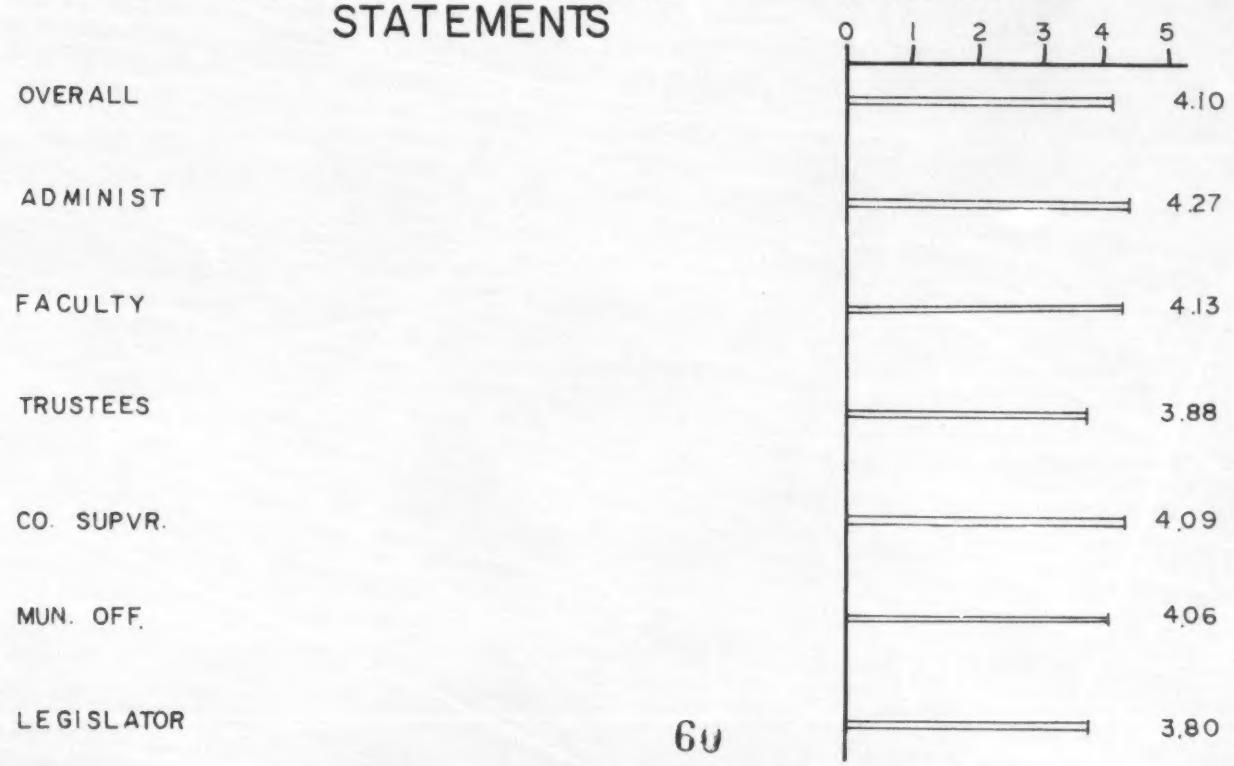
9. GREATEST DIFFERENCE BETWEEN IS AND SHOULD BE STATEMENTS

ST. NO.	STATEMENT	0 1 2
9	COMPETENCIES FOR EXIT LEVEL / REMEDIAL	1.07
4	ADMISSIONS CRITERIA OR COMPETENCIES	1.03
30	PROBATION / SUSPENSION FOR INSTRUCT INTEGRITY	1.03
22	DEVELOP LIFELONG LEARNING	.94
5	ADVANCED PLACEMENT IN ACADEMICS	.89
14	COURSES FOR ACADEMICALLY TALENTED	.88
$\bar{X}$	OVERALL AVERAGE	.68

10. LEAST DIFFERENCE BETWEEN IS AND SHOULD BE STATEMENTS

NO.	STATEMENT	-1 0 1
34	INTERCOLLEGIATE ATHLETICS	-.27
3	OPEN DOOR ADMISSION	-.14
13	CHORAL MUSIC AND BAND	-.02
2	TUITION TO ALLOW ACCESS	.20
32	STUDENT ACTIVITIES PROGRAM	.25
10	UNIVERSITY PARALLEL COURSES	.36
$\bar{X}$	OVERALL AVERAGE	.68

11. MEAN VALUES BY SUBGROUP FOR ALL IS STATEMENTS

12. MEAN VALUES BY SUBGROUP FOR ALL SHOULD BE STATEMENTS



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